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# THE AMERICAN SHORTHAND TEACHER

A Magazine for Teachers of Shorthand  
and Other Commercial Subjects

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## *Business is King*

By J. Anton deHaas

Professor of Trade and Transportation, New York University. Author, "Business Organization and Administration"

SOME still speak of business as if it concerned only matters of individual interest. They say that a certain person "knows something about business, but that is about all he knows," implying that he is not very well informed when it comes to matters of national and international importance.

If that implication is justified, then it also means that the man in question knows but very little of business. For business in its modern sense touches upon almost every aspect of our social and economic life. To truly understand business is to understand how we are governed, how our wants are satisfied, what the relations are of the individual to the nation and of the nation to other nations. It is to understand the social problems arising from our present system of production and consumption and to grasp the probable effects of changes in this system upon the economic and social life of the world.

One cannot understand business and not know much else.

Business is now a science and a profession. When kings and princes ruled unquestioned, business did not rank high in the public

esteem. No self-respecting son of the upper classes could consider business as his career. Law, the Army, the Church or Civil Service were the only respectable occupations.

The business man was looked upon as a parasite, legitimate prey for the tax collector. Business paid, in order that the really worthwhile occupations of war and politics might be carried on unhampered and with decorum.

When business relations became international it was easy for the war-makers, the military class, the jingoes, the diplomats of the old school to find phrases to satisfy the growing doubt of the business men that war was a profitable business. "A place under the sun"; "The white man's burden"; "Colonies to supply us with raw materials, to take our products, to keep our emigrants under the country's flag," these are some of the phrases coined to satisfy the query of those about to be taxed.

The diplomats have overreached themselves. In casting about for arguments which would rally to their support the people who were thinking in terms, not of glory, but of economic benefit, the old diplomacy, believing to have found only empty phrases used argu-

ments of a deeper meaning than they suspected. These very phrases used to obscure the purposes of the rulers have served to open the eyes of the world to the real significance of events.

A new era is now breaking. The World War has taught the world many things. Not the least important among them is the failure of the old system of diplomatic intercourse. Almost every international problem is at bottom a business problem. The rehabilitation of Europe, the debt relations between the countries of the world, the reparations payments, the control of the world's raw materials, all these are matters which cannot be solved by the old school of hide-and-seek diplomacy, but which demand the cool, balanced judgment of men accustomed to thinking in terms of finance and cost of production and international competition.

A diplomatic settlement has had to make way for a business settlement.

Practically every problem discussed in the group meetings of the League of Nations is a business problem. The simplification of customs procedure, the uniform laws affecting bills of lading and bills of exchange, the universal eight-hour day, these are all problems that can be solved more readily by business men; for they are the ones directly concerned. The ordinary government machinery is a hindrance rather than an aid in the solution of such international questions. The organization of the International Chamber of Commerce and the demand in this country for an enlargement of the commercial intelligence work of the State Department are the outcome of this realization that a thorough knowledge of business is of more importance than a thorough knowledge of international precedent.

Domestic politics also deals largely with business problems. Through all the buncombe, the lies, the misrepresentations of

political campaigns the business side of politics is breaking.

The tariff problem in the last analysis is a question of relative costs of production and opportunities for investment. It involves retail prices and wages.

Taxation brings up the question of the reward of private initiative, of the funds remaining available for future investment.

Participation in international coöperative bodies leads to a consideration of the degree to which production and consumption in this country can be considered to be independent of the business events in other parts of the world.

That national administration will be remembered by future generations which has contributed most constructively toward the stabilization of business through improved banking, through a sound tariff policy, through intelligent coöperation with other nations.

The complexity of business makes thorough study necessary. To be a business man means more than to buy cheaply to-day and to sell at a profit to-morrow. Business is so complex now, the domestic and international life of the nation places such a premium on the intelligent action of the business men, that the business man of the old stamp who followed the guess and hit-or-miss system is being pressed into the background.

The future belongs to the business man who knows business as a professional man knows his profession, and who has a professional attitude toward his work. Thoroughly familiar with the principles of organization of business in general, with the interrelations of the various business enterprises, the banks and the government, he brings to bear upon the problems of business a scientifically trained mind. To this type of business man belongs the future; in his hands will be placed the fate of nations.

## *Eastern Commercial Teachers' Association To Meet Easter Week*

**T**HE Eastern Commercial Teachers' Association will hold its annual convention in Philadelphia, Pennsylvania, April 9, 10, and 11, 1925. Convention headquarters will be in Philadelphia's newest hotel, the Benjamin Franklin, Chestnut at Ninth Street. The Executive Committee, under the able leadership of Mr. Harry Loeb Jacobs, president of Bryant and Stratton School, Providence, Rhode Island, is putting the finishing touches on a program which will compare favorably with any previously offered by this famous association of commercial teachers. The

Committee is reaching out for instructive and inspiring speakers wherever they can be found. Evidence of this is shown in the selection of Mr. J. Evan Armstrong, president of Armstrong School of Business, Berkeley, California, as one of the principal speakers.

*Don't fail to attend.*

The one dollar membership fee and the application form to be used in securing reduced rate railroad fares should be sent immediately to Mr. Frank Tibbetts, principal of Dickinson High School, Newark and Pali-sade Avenues, Jersey City, New Jersey.

## Third Annual Convention of the Southern Commercial Teachers' Association

Report by G. P. Eckels

**H**AD anyone a doubt as to the growth and appreciation of Commercial Education in the South, this convention would have dispelled it forever.

The writer has attended a great many conventions, but never saw the coöperation on the part of all educational, business, and civic organizations of the city that was evident at this convention. The people of Atlanta left nothing undone that might add to the pleasure and profit of the Association, and the Association made good in all its promises by way of program. The spirit of friendliness and hearty coöperation between the public and private school people was more marked than in any other city. From the invocation by Dr. W. A. Sutton, Superintendent of Atlanta public schools, to the end of the banquet, the leaders in the public schools of Atlanta were in evidence and, at the same time, no less prominent were the leaders in private commercial education.

The president, Mr. J. William Wheeler, of Birmingham, Alabama, was complimented on all occasions for the able manner in which he led the organization from start to finish, and he did it so naturally that one might logically have concluded that presiding over a convention was his life work. His address was timely, forward-looking, and a credit to so able a presiding officer.

The address by Dr. Joseph Roemer, Supervisor of Secondary Education, University of Florida, on "Phases of Commercial Education in Secondary Schools and Colleges," was also forward-looking. He made a strong plea for standardization and better training of commercial teachers.

He said the prime factor in any school is a trained teacher; that we must keep in mind the difference between business education and commercial training. Business, as a term, is definite and specific. Commercial education is not a product. Most of the commercial teacher's activity would fall under business training. The training of commercial teach-

ers has not improved as has the training of academic teachers. To have this, we must insist that it be as definite, thorough, and complete as any other. The ideal commercial teacher must have both the business training and the commercial education; he should hold

a standard Bachelor's degree; he should have specific training in whatever sphere he teaches; he should have professional training; he should have training in office practice, that is, by some means, he should know from practical experience the needs of the office.

While Dr. Roemer emphasized the need or desirability of a Bachelor's degree, he was at the same time liberal, in that he recommended the recognition of commercial subjects for college entrance, and credit toward a degree for some of them in an A. B. course, stating that shorthand had an educational value equal to that of some other subjects for which credit is

now given. His talk developed considerable discussion, some confusing the terms "office practice," as a course, with practical experience in the office by the teacher.

Space does not permit the detailed report that all numbers on the program deserve. The talk on "Salesmanship" by Mr. William T. Ward, of the Georgia School of Technology, had much of practical value in it. Among other things, he said that students should be taught to mix with people. Students must develop the mind as well as the principles of salesmanship. They must study the product, study the prospect, and develop personality. Too many sales people live on the negative side of life. The physical should be developed. Everybody thinks a lot of himself, and is always interested in the things pertaining to self.

Among others, there were papers on Shorthand by Mrs. Martine M. Faust, of Winter Park, Florida; Filing, by Mr. D. W. Duffield; Spelling, by Mr. Eugene Anderson, president of the Georgia-Alabama Business College; Penmanship, by Miss Mary L. Champion, of



**J. Murray Hill**  
*Bowling Green, Kentucky*  
*President, 1925*  
*Southern Commercial Teacher's Association*

the Accredited Commercial Schools; Type-writing, by Miss Ruth Lawrence; and Business English by Mrs. Mary L. Huey, principal of the Opportunity School of Atlanta. All the papers contained many valuable suggestions to the teachers of these subjects.

The most outstanding address of the whole convention was the one by Dr. Willis A. Sutton, Superintendent of Schools, Atlanta, Georgia, on "Personality Values."

Personality, the greatest factor in our success; personality, the remedy for many disappointments; personality, the power that gets hold of men; personality, essential in leadership; personality, an acquired characteristic; personality, individuality; and personality, being yourself—were some of the phases emphasized. The whole lecture was an inspiration from beginning to end. The fruit of what he said will undoubtedly be reaped in many a school represented at the meeting that evening.

Dr. Glenn Levin Swiggett, whose name appeared on the program, was detained elsewhere and could not be present.

Saturday morning was devoted to picture-taking, and an automobile trip to Stone Mountain.

The Saturday afternoon session was addressed by Miss Essie Roberts, secretary of the Atlanta Personnel Association; R. H. Lindsey, president of Spencerian Commercial School, Louisville, Kentucky; H. E. V. Porter, secretary of the National Accredited Schools Association; and E. W. Barnhart, Chief of Commercial Education for Federal Board, Washington, D. C. These people all had a timely message, but Mr. Porter struck a new vein in the teacher's activity, and developed it unusually well.

While the mind was feasting for these several days, the body was no less provided for.

What they called a luncheon on Friday noon proved to be a real Thanksgiving dinner, embellished with flowers, and served by the most charming waitresses. The courses were interspersed with sweet music, and followed by short talks by a representative of nearly every educational, social, and business organization of the city, in which the great spirit of coöperation was again foremost.

The convention closed with a banquet on Saturday night, with Mr. J. Murray Hill of Bowling Green Business University presiding as toastmaster, and he proved not only a toastmaster, but a past-master at "toastmastering." At this banquet there were some very clever comebacks at the introductions by the toastmaster, and good wit and humor flowed freely. The climax here was the speech by Mr. Barnhart, who gave a masterful address on "Commercial Education of To-morrow."

### Officers

The officers for next year are *president*, Mr. J. Murray Hill; *vice-president*, Dean J. M. Watters, and *secretary*, Elizabeth Baker, re-elected because of her extraordinary efficiency.

It would not be just to close this brief report without mentioning those who were chiefly responsible for the success of the meeting. While the whole city seemed on its toes, so to speak, to serve and entertain, special thanks are due to the following: Superintendent Willis A. Sutton; his able assistant, W. Reid Hunter; Mrs. Annie T. Wise; Miss Elizabeth Baker; Mr. Clark Harrison, who equals two ordinary men when it comes to getting things done; Mr. H. R. Todd, president of Draughton's Business College; and perhaps a dozen others who should share in this special distinction.

## Conference of Managers and Teachers of the Wisconsin Commercial Educators' Ass'n

THE Green Bay Business College, Green Bay, Wisconsin, was the meeting place for the one-day convention of the Wisconsin Commercial Educators' Association. In his opening remarks President E. D. Widner, of the Wausau Business Institute, Wausau, suggested that in the near future a code of ethics be drawn up to guide the private business schools of the state.

Mr. A. R. Brown, Wausau Business Institute, in his address, "Some Impressions of a Teacher," pointed out the necessity of studying the whole problem of the student, taking into account the mental and physical obstacles which he will have to overcome, and so arrange his studies that he may secure the maximum benefit which he is capable of obtaining.

(Continued on page 227)



# *The Night School Teacher's Work*

*The last of a series of five articles*

*By Edward J. McNamara*

*Supervisor of Commercial Education in the Night Schools of New York City and  
Administrative Assistant at the Girls' Commercial High School, Brooklyn*

## **THE SPEED CLASS**

**N**O teacher of shorthand should undertake the work of a shorthand speed class without having read "The Factors of Shorthand Speed," by David Wolfe Brown. This is a study of the development of shorthand speed in which every detail is given rather exhaustive treatment. It should furnish a wealth of ideas to every teacher of a speed class. But over and above what is contained in this treatise on shorthand speed, the night school teacher must know several other things. One of the most important for him to impress upon his class is that regularity of practice makes for speed; this is very directly concerned with the student's attendance. One hour for four nights is better than two hours for two nights.

### *Explain Objectives*

The evening school student is usually older and more mature in judgment than the day school student, so the teacher can adopt the plan of explaining the reason for each part of the work; can take the pupil into his confidence in stating just what the objective of an exercise is. This pre-supposes that every exercise has a definite objective.

For example, one of the factors of shorthand speed is muscular control. The writing muscles must function for us almost automatically and with precision. This is sometimes called "Coördination." There are two phases of coördination. The first deals with the facility of moving the muscles employed in writing, the other with building up the elements of the word and expressing them in their shorthand form. The first has the emphasis upon facility of movement; the second emphasizes the mental operation. For the first exercise prepared matter should be employed; the dictation of a selection which has been studied and practiced. For the second, new matter should be employed.

### *Practiced Matter No Criterion*

Just here it is necessary to caution some enthusiastic teachers against misleading their classes. Many of them have the class practice a selection until it is almost known by

heart and dictate it at very high rates of speed until the student thinks that the rates announced represent a bona fide speed. Another mistake of the same kind is made by the teacher who selects some paragraph or exercise which contains many wordsigns, phrases, or short-cuts which the class practices until a very high rate is reached. My experience is that there is little advantage gained by raising the speed of practiced matter more than twenty words per minute beyond the speed of the class on unpracticed matter.

### *Vocabulary Means Speed*

Another thing the teacher of a speed class must realize is that speed does not come from repeated or continuous dictation. For instance, speed in writing shorthand has a very definite relation to vocabulary both in long-hand and in shorthand. A few minutes spent each night in developing a vocabulary, in writing words with their derivatives and building up associations will pay big dividends eventually in speed. In these days of cross-word puzzles, the shorthand teacher in an evening class should be able to make this part of his work most interesting and profitable.

### *Word-Carrying*

Another element of shorthand speed is what is called the word carrying faculty. The shorthand writer in taking dictation is compelled to form the outlines of certain words, carry other words not yet written in his mind, and listen and interpret what the dictator is saying, all at the same time. Ability in this direction can be developed by arranging several "spurts" in the dictation, it being made plain to the student that the main purpose is to succeed in getting the "spurts" above everything else.

### *Use Interesting Dictation Material*

One more suggestion, and we shall leave the speed class. The material chosen for a night school class should be selected with the

interest of the class in mind. It will pay the teacher to know his students personally, to talk to them frequently and find out in what things they are interested. Then he can choose dictation material that will be fresh and interesting. One of my best classes covered Elbert Hubbard's *Romance of Business* in one term. They not only learned to take dictation at a certain rate, but they felt that they were getting ideas of value and enjoying the book as well. It was just as if they had devoted an hour at home to reading. Many other books can be used in the same way.

### *The "Knack of Reading"*

Now let us consider briefly the reading of plate notes in shorthand. I visited a class not long ago in which every student had a copy of a book containing literary selections printed in shorthand. Each evening two or three students were called upon to read a few lines and then the book was put away and the next few pages assigned for the next evening. This teacher showed that he was able to arouse interest enough in the subject to have his class secure the book, but he had no real notion of what could be accomplished through the reading exercise. This is true of a great number of teachers.

The primary purpose of the reading exercise is to develop the knack of reading shorthand as we read longhand. We do not read longhand or print letter by letter, nor word by word; we rather read it in larger units of phrases or sentences, and we have learned to interpret each word in connection with the context. This is not true with the average

person who takes up shorthand. The knack of reading has to be developed all over again.

The second purpose in reading is to enlarge the vocabulary. Many students remember words that they meet in reading better than they do when the words are presented in a different setting. Another advantage of reading shorthand plate notes is the impression that the correct models of form makes upon the mind. But the biggest advantage is the first, *the knack of reading*. When this knack is developed with the printed shorthand forms, it can be transferred to the student's own notes.

### *Read Against "Time"*

This ability will be developed most quickly if the teacher will set a time limit on every reading exercise. Let the students prepare the exercise, but when they begin to read, they must read fluently, unhesitatingly, to the end. This requires the immediate recognition of the outlines and forces the use of the context. For students who get the notes down and have difficulty in reading them back, an exercise of this kind will be ten times more effective than repeated dictation.

I regret that the limits of space and time prevented me from discussing all the phases of work that I had in mind, such as the review lesson and the outline of a term's work that I hoped to give, but I trust these little discussions and suggestions have done something to throw light on the problem of the night school teacher, and that the reading of them will increase in some slight degree the effectiveness of his work.

## *Last Call for the O.G.A. Contest!*

*Work, teachers, work,  
The closing date  
Is April first!  
A banner fine, a check besides,  
May come to you, a big surprise!  
Work, teachers, work.*

It will put enthusiasm into your shorthand classes.

It will give your students an impelling motive for harder work.

It will develop the critical faculties of your students.

It will spell "efficiently trained students."

It will give you the opportunity to see how your results compare with the results of other teachers.

It might bring to the walls of your classroom an added inducement for better work on the part of your next year's class—a beautiful Honorable Mention Diploma.

It will—but come on in and see what it will do for you this year, won't you?

*Our Slogan: 15,000 Contest Entries in 1925*

## Gregg Regional Conference

held at

The Copley Plaza Hotel, Boston

Report by A. A. Bowle

**M**ANY worthwhile suggestions emanated from the Gregg Regional Conference held at the Copley Plaza Hotel, Boston, December 13. To make a verbatim report would more than fill the pages of this magazine. We can but gather a few of the good things therefrom and present them to you.

While the weather reminded us very much of our stay in England, with its continual downpour, over four hundred teachers assembled in the Swiss Room at 9:30 A. M., joined in the luncheon and stayed through till the close of the afternoon session. Very appropriate was this meeting, for within but a stone's throw was held the first class in Gregg Shorthand in America.

The luncheon brought together many of those who knew and fought for the system in the early days, and from the modest small

class at the Boys' Institute of Industry has grown an immense army of teachers and writers of what was then known as "Light-Line Phonography."

The following comment from the Journal of Education is worthy of a moment's reflection. It follows a report of the Teachers' College, New York, gathering. "The next noon we attended a banquet in Boston of devotees of Gregg Shorthand, and there were, as many of them as of the Teachers' College bunch. The same man who presided at Dean Russell's festivities spoke longer and with equal ardor at the Gregg Shorthand teachers' gathering. There are a thousand groups that can be called together on a day's notice, any one group of which is larger than any meeting of the National Education Association prior to forty years ago. Such is the new spirit of educational grouping."

### Raymond G. Laird Directed the Morning Session

**A**T the morning session, Mr. Raymond G. Laird, headmaster of the Roxbury High School, Roxbury, Massachusetts, presided. After some very complimentary remarks about Gregg Shorthand and the value of conferences such as the present one, he introduced Miss Ethel A. Rollinson, of Columbia University, New York, author of "Diagnostic Shorthand Tests," who made a very comprehensive and clear analysis of tests and measurements in shorthand.

#### Scientific Tests

The old idea of testing to find out how much the student was guilty of forgetting, she decried, affirming it as her belief that the prime value of tests rested in the constructive use to which the results could be put. A correct interpretation of the outcome of a test should be a guide to help the student overcome his weaknesses and to develop his strong points, as well as a means of indicating improved methods of instruction.

"We have three rather new types of educational tests," declared Miss Rollinson. "The tests which show the amount of general intelligence, or special ability which a student possesses, which are *prognostic tests*; the subject-matter tests, which scientifically point

out difficulties in specific matter, called *diagnostic tests*; and the third, which are also subject-matter tests, but which measure progress and which, for convenience, are called *subject-matter progress tests*."

The results of the Army Alpha tests failed to correlate with the success in shorthand as shown by teachers' marks. The Hoke Prognostic Tests, however, have shown a very high correlation. The practical value of the Hoke tests has been demonstrated to the satisfaction of Mr. Laurance Pease, director of the commercial department of the Stockton High School, California, who wrote Miss Rollinson: "I really believe we are doing a better grade of work than we did before using these tests." The tests had acted as a stimulation for the teacher to improve her teaching.

#### Prognostic Tests

"As most of us are situated to-day, we have to take any and all pupils who choose to take up the study of shorthand. Our problem is to make the best sort of stenographers and secretaries out of the material we have. To do this we need a very careful and intelligent supervision of the formation of right habits from the very start. Here is where *diagnostic shorthand tests* have a place.



### Another Gregg Regional Conference

In the center of speakers' table is Mr. E. E. Gaylord, Toastmaster. On his right are Miss Elizabeth J. Fitzgerald, Mr. Lloyd Bertachi, Manager of the Gregg Publishing Company's Boston office, Mr. Louis Pfeiffer, Mr. H. B. Wells, Mr. Leonard H. Campbell, Mr. John D. Houston, Mr. J. Asbury Pitman, president of the State Normal School at Salem, Massachusetts, Mr. James E. Downey, and Mr. Walt Mechler. On Mr. Gaylord's right are Mrs. Bertachi, Dr. A. E. Winship, Mr. Harry Loeb Jacobs, Mr. F. G. Nichols, and Mr. Raymond G. Laird. The picture, unfortunately, does not include all present at the luncheon, a number of tables on the right having been out of the range of the camera, but it gives an idea of the large and happy gathering.

GREGG REGIONAL CONVENTION  
Conley Plaza Hotel  
Boston, Mass.  
Dec. 13, 1924



Such tests should not only check up on the formation of habits, but should indicate to the teacher whether she is emphasizing the habits which the majority of the best teachers deem right and to the degree that other teachers consider advisable."

The diagnostic shorthand tests prepared by Miss Rollinson recite four specific purposes: Elimination of the possible failures; encouragement of the poor students; advancement of the bright students; and the improvement of instruction. As in many instances students not showing particular aptitude in the early study of shorthand have afterwards become rapid writers, a teacher should be most careful about eliminating students from this study. Poor students will often become discouraged, and, as these tests will show their strong points as well as their weak ones, they can be used to encourage the backward students. Show the poor student his good qualities and he will gradually overcome the bad ones by concentrating on his good qualities, thus developing strength to correct the weaknesses. The same logic applies to the bright student, but attention can be drawn to his weaknesses so that he can give definite effort to correct them.

"What I have attempted to do in these tests is to measure the right habits which have been developed, habits of writing correctly according to theory, habits of good shorthand penmanship, habits of continuous writing in shorthand, and habits of unhesitating reading of notes. A standard to compare results has been established. The main thing to remember is that all these tests in shorthand are pioneer work. Testing is one of the biggest educational issues to-day and we as shorthand teachers and directors must get into it and develop it to its logical conclusion."

### Secretarial Studies

Dr. Edward H. Eldridge, of Simmons College, in discussing secretarial studies, outlined the work of his own private secretary. This included filing and indexing, general office work, ordering of books and supplies, keeping records of changes in position of the thousands of students and graduates, sending out cards about students' work, placing students in part-time jobs, handling personal correspondence during Dr. Eldridge's absence, keeping records of expense, taking dictation about students' positions, courses, and other matters relating to the college.

Dr. Eldridge gave statistically the work done by graduates of his school and salaries earned by them. Fourteen per cent had done editorial work, thirty-six per cent executive work, twenty-seven per cent have done or are doing general shorthand reporting, eighty-five per cent use shorthand in their various posi-

tions. The number who use shorthand is greater than those who use accounts. In regard to salaries, Dr. Eldridge said that, since the war, no girl had been placed at less than \$100 a month to start.

Mr. H. B. Wells, of Burdett College, explained during the discussion of this topic that a real private secretarial course should be much more than a merely glorified stenographic course. Great emphasis should be placed on the knowledge and use of English, the ability to keep accounts, and in these days of income tax problems they should be able to figure these quotas. Mr. Wells also emphasized that he uses Gregg Shorthand in his secretarial courses because it secures superior results, and results are the only real test.

### The Luncheon

MR. E. E. GAYLORD, High School, Beverly, Massachusetts, proved himself once more the able toastmaster he is reputed to be. In part Mr. Gaylord said:

"Thirty-one years ago there landed in this port from England a penniless, unknown young man whom we had hoped to have with us to-day, for it is to him we owe this hospitality. But Mr. Gregg lies ill in New York. He wrote me yesterday that he had struggled down to the office the day before, hoping that he would be able to get here, but his friends who are with us tell us that it was thought best at the last moment, last night at midnight, that he should not come. It is too bad, for it is a kind of dramatic contrast that that man who came here without knowing anybody, without having any influence, having nothing but a great idea in his mind and an unflinching faith in its value, should in the intervening thirty-one years, not only have made his name known throughout the civilized world, but should have made an enviable contribution to educational service. You will be interested to know that he taught a little class to make things go, right here in Boston, a picture of which is inside the folders on your table entitled "From Small Beginnings."

Mr. Louis Pfeiffer, Assistant U. S. Customs Appraiser, Boston, one of Mr. Gregg's first pupils in America and his first black-board demonstrator, was then introduced. After paying in glowing terms tribute to the man and to the system, he told of his early experiences with Gregg Shorthand. "It was in the fall of 1893 that I first became interested in shorthand. Upon the arrival of Mr. Gregg in Boston, I began to study his system. While at present I am not teaching, I make constant use of it in a personal way. It is interesting to reflect on those old days. It was my father who advised Mr. Gregg to

"Go West." Years afterwards I visited that large and wonderful school of his in Chicago, a model worthy of all to follow." Mr. Pfeiffer is such an enthusiast for "Gregg" that he has given two of his boys that name.

Miss Elizabeth Fitzgerald, the first teacher in Boston to teach Gregg Shorthand in the public schools, told of some of the early history of the system in that part of the country. The first school to adopt Gregg Shorthand was the Salem Commercial School. It was introduced in that school by the proprietor, Miss E. A. Tibbetts, on the recommendation of Miss Smith, who was then the shorthand teacher of the school. Afterwards Miss Smith became the wife of Mr. George P. Lord, the present proprietor of that school.

Through Miss Fitzgerald, the system was introduced in the East Boston High School, the first public school in Boston to teach it.

Mr. F. G. Nichols, of Harvard University, was reminiscent of the days when he was director of education, at Rochester, New York, and among other things, said: "I am sure that each and every one who has had any part is equally proud of his part in bringing Gregg Shorthand to the front as it has come to here at this day.

"I made a comparison in those days and those comparisons were rather helpful, I think, at the time. It took me a long time

to quit playing the rôle of the doubting Thomas and come to the point of adopting Gregg Shorthand in our schools. We did that, however, and have never had any reason to regret it."

Dr. A. E. Winship was introduced as the Dean of Professional Speakers, and said:

I think I have the distinction of being the only person here who twenty-five years ago spoke to a Gregg school here in Boston. And afterwards we had a banquet—four of us! I am very happy, indeed, at the success of the Gregg movement. It is more than a shorthand. It reaches out into Commercial English and Commercial Arithmetic, and a lot of things. But in this age of the world, you don't get anywhere unless you limit your aspirations to some very small part of it. You couldn't have had a meeting like this here ten years ago or any time before that. We are living at a time when everybody wants the smallest bit of vision that anybody has, and we find to-day Gregg Shorthand, and we find that because we know the drawing power that is in it. . . .

I don't see why it isn't as important for my grandchildren to know something of shorthand as it is that they should know something of a lot of other things. I learned shorthand fifty years ago. I practiced it in private and have ever since. Once I got a two-page article in the magazine that presented my picture and some of my shorthand notes—and I hope that you will never see it! (*Laughter*) I think that I have had as much benefit personally from my ability to take shorthand notes, these fifty years, as in any other one single thing that I have learned at school. If I had my say, I would have everybody, early in our school course, learn shorthand, not for speed, but for accuracy!

## Shorthand Round Table

**T**HE Shorthand Round Table was conducted by Mr. Orton E. Beach, of the High School, Lowell, Massachusetts, and brought forth many points of interest.

How soon should speed in shorthand be introduced in the work? Should speed be developed on practiced or new material? How many words a minute should pupils be able to write at the end of the first month? the sixth? and many other questions were thoroughly thrashed out.

The characters in the early lessons should be written swiftly and the students made to realize that shorthand is to be written and not drawn, although specific attention should not be given to speed in the early lessons. This was the point made by Miss Elizabeth J. Fitzgerald, of the East Boston High School.

A suggestion was offered that students should copy shorthand found in the various books, writing the outlines between the lines. In this way the student gets double practice, reading well-written shorthand and writing correct outlines.

Miss Mabel S. Hastings, of the Girls' High School, Boston, stressed that elementary students be allowed to transcribe easy words and

phrases, like "in the," etc., so that by the time they come to transcribe letters they are doing something they already know. "It is like manufacturing Ford cars—they first manufacture the cars and later put them together."

Mr. Winslow, of the Hartford Business Institute, said that better work would be accomplished if teachers would make the pupils realize that red ink corrections meant something.

## Say it with Music

"Tramp, tramp, tramp, the boys are marching," "Dixie," and other tunes were used to illustrate the value of music in the teaching of typewriting. Although this is somewhat a new phase of teaching this art, its practicability and effectiveness has been thoroughly demonstrated. Increased enthusiasm, greater output, and more accurate typewriting are some of the results obtained by the use of the Rational Rhythm Records which Mr. SoRelle has prepared. In speaking of the records, Mr. SoRelle said that there were important fundamental differences between his records and the ordinary commercial

records. The latter are not well adapted to the purpose. The new records have been prepared to meet the rhythm problem effectively. With Mr. Harold H. Smith as operator, it was shown how elastic the records

are; how students in four or five stages of learning can be accommodated by one record; how the speeds of the music can be varied to meet the varying conditions of the classroom.

## Afternoon Session

**T**HE chairman of the afternoon session was Mr. Leonard H. Campbell, principal of the Commercial High School, Providence, Rhode Island. Mr. Campbell expressed great delight at being present, as he was one of the pioneers of the Forward Movement.

Owing to illness, Mr. Gregg was unable to be present to address the meeting on the topic "From Small Beginnings," which was to deal with the inside story of the early days of the system and to show how the system had developed into a large organization ready and willing at all times to serve the commercial schools of the country.

Outlining in his forceful manner the educational value of shorthand speed, Mr. Charles Lee Swem held his hearers spell-bound.

Mr. Swem pointed out that speed in shorthand, after the system is thoroughly mastered, consists of nothing but a vocabulary. In order to become a fast writer, a student must acquire a good command of English and a fund of knowledge that would do credit to a collegian. The slow writer, he contended, is a slow writer because he has no knowledge of shorthand forms or terms beyond what is given him in his textbook; the fast writer has gone beyond the forms of his textbook and learned the terms of medicine, of law, of theology, until he can write on anything that can conceivably be dictated to him, and he can write it *fast*.

In other words, he has acquired a shorthand vocabulary, and it is impossible to acquire a shorthand vocabulary without acquiring at the same time an English vocabulary and, besides, a general knowledge of world affairs and events. He deprecated the tendency in vocational guidance to discourage students from taking shorthand simply because of lack of early education. He believes that shorthand is an ideal means of acquiring not only a "job" but also of developing the means of going beyond the job of stenographer or secretary. It should be the function of commercial education not only to guide vocationally but to develop mentally as well.

## Professional Training

The professional training of a commercial teacher was most effectively handled by Mr. J. Asbury Pitman, principal of the State Normal School, Salem, Massachusetts. Would

that it were possible to reprint all that Mr. Pitman said, but we must beware the editor's prerogative!

We are a great industrial and commercial nation, yet we have only begun to respond to the demand for vocational training, which alone can give us the position among our competitors to which we are entitled by virtue of our peculiar opportunities.

The training for the responsible and unselfish duties of citizenship, which depends upon the education of the heart as well as the education of the head and hand, must forever constitute an integral part of public school education. The crying need of the world of business to-day is less of self and more of service.

The ultimate object of commercial education should be to develop men and women, although—very properly—its immediate aim may be to train efficient clerks and stenographers. The rapidly increasing popularity of commercial education made the question of training teachers one of great concern even before educational sentiment insisted upon a more thorough general education and a practical knowledge of methods of teaching.

The well-balanced course will contain a liberal proportion of academic offerings, which will usually be taught by instructors connected with other departments of the school, but obviously the instruction should not be identical with that designed to fit for the colleges or the technological schools. This fact, however, does not materially affect the problem of the preparation of commercial teachers. Our teachers must have a thorough education in such fundamental branches as make for culture and general intelligence, and afford a necessary foundation for the technical subjects of the curriculum; they must have a practical working knowledge of the strictly commercial subjects, a mere knowledge of theory will not suffice, and they must have a thorough training in the principles of education, in special methods, and in school and class management.

Professional training consists of two clearly defined, but not distinct, lines of work—the science of education and the art of teaching. The former should include the definite study of physiology, with special attention to personal and school hygiene; educational psychology; the purpose and principles of education, including educational values and general and special methods of teaching; school organization and school management; and the history of education, in which suitable emphasis should be placed on the evolution of the secondary school.

James E. Downey, headmaster of the High School of Commerce, Boston, led the discussion. He emphasized the point that a young teacher cannot stand still, he must either progress or go backwards. His progress must take the form of technical equipment and professional growth.

There is a great demand on the part of pupils and parents for commercial training, and school administrators are beginning to have a wholesome respect for the educational worth of our efforts instead of a feeling of passive tolerance.

Our aim seems to be to sell an education to the pupil. If we can succeed in doing that, we are

rendering great service to the individual, to his parents, to our city, and to our own contentment of mind. Too much in the past our work has been almost a defiance to a boy to make a good recitation instead of leading him out and on; too much it has been hearing recitations to see if assigned tasks were completed instead of trying to instill a love of the subject in the minds of the pupils; too much it has been that we saw each year a new set of faults appearing before us, instead of a new set of opportunities.

Mr. Downey enumerated some interesting statistics and facts about the boys who began the high school work. At the moment the present standing is thirty-eight per cent of those who entered the school still there and in excellent standing for graduation; seven per cent more or less retarded and will probably graduate later; fifty-five per cent are not in school. To so arrange the course that there would not be a fifty-five per cent mortality was his aim.

### *Pep in Presentation*

The meeting was concluded with a model lesson. With his usual pep, push and punch, Professor Walt Mechler, of the College of Practical Arts, Boston University, presented

to the assembly a most unique and powerful method of presenting a lesson in Gregg Shorthand. The response from the teachers who followed with enthusiasm the "air drills"—the writing of the outline in the air to develop the proper swing—and carried out "teacher's" instructions, was truly good to see.

In connection with the lesson Professor Mechler introduced some points gathered from Dr. Kurt Koffka, lecturer on the Psychology of Learning, the Gestalt Theory. Applied to the study of shorthand they should prove of inestimable value to our readers.

Repetition and change are among first factors of learning. All learning consists in the formation of connections. Learning is entirely a matter of experience connected with something else. Every form of achievement is a form of learning. Repetition strengthens the bonds of learning. The law of frequency is all-important in learning. Each time the action is repeated the pupil will do the thing a little bit better, differently, and he will find himself making it a little clearer. Memory depends on repetition. Repetition strengthens memory. Without rhythm you cannot learn at all.

## *90% Subscription Clubs*

(Continued from the February issue)

**T**HE teachers listed here are those who have sent in subscriptions for more than 90% but less than 100% of their pupils. These teachers have all been presented with a copy of the de luxe edition of Gregg Writer Speed Drills as a recognition of their co-operation. When the few additional subscriptions in each club are sent in, then these clubs will be added to the 100% list which is given in the *Gregg Writer* from month to month, beginning with the January issue.

### *Alaska*

Miss L. M. Elliott, Ketchikan High School, Ketchikan

### *California*

Mrs. Marie Makin, Dos Palos High School, Dos Palos  
Miss G. S. Huber, Hollywood High School, Los Angeles  
C. B. Read, San Diego Senior High School, San Diego

### *Canada*

Sister C. Joseph, St. Charles Convent, Amherst, N. S.

### *Connecticut*

Miss M. A. Cobleigh, High School, Bristol

### *Illinois*

Sister M. Luca, St. Augusta Academy, Chicago  
Miss J. L. Arnold, Brown's Business College, Peoria

### *Indiana*

Sisters of St. Francis, St. John, Lake County

### *Iowa*

Miss E. Kuyper, High School, Sigourney  
Miss E. M. Coffin, Spirit Lake High School, Spirit Lake

### *Kansas*

A. L. Gantz, Anthony High School, Anthony  
Miss N. C. Long, Salina High School, Salina

### *Massachusetts*

Mrs. M. F. Woodruff, Gloucester High School, Gloucester

### *Michigan*

Miss E. E. Withingham, Northeastern High School, Detroit  
Miss E. P. Morris, Highland Park Night School, Highland Park

### *Minnesota*

B. Feinberg, High School, Fairmont  
Miss M. C. Fraser, High School, Princeton  
Sister M. Jane, St. Benedict College, St. Joseph  
Miss G. A. Ebel, South St. Paul High School, South St. Paul  
(To be continued next month)



# EDITORIAL COMMENT

ON SUNDRY TOPICS

## *Getting Perspective in Commercial Education*

**C**OMMERCIAL teachers are specialists. This is quite inevitable owing to the nature of the subject, involving as it does both a fund of information as to facts and practices and, in some phases, a high degree of technical manual skill. Specialization is fortunate and is essential to the highest development and progress, for it induces those with a genius for a certain phase of any subject to develop that phase to a high point of efficiency. But specialization in any field also brings penalties. Outside of the one particular phase of a work that has attracted the specialist, he is apt to be narrow. He sees the whole world in terms of shorthand, typewriting, advertising, accounting, business English, business organization and administration, commercial law, junior business activities, or whatever may be the subject he has chosen as the best medium for the expression of his genius.

There is no question about the fact that the teacher of shorthand, to use this subject as an illustration, must be master of it. He must know it from A to Z; he must have the content of it at his finger ends; he must know the methods by which he can take the raw material of students and develop shorthand writing and reading ability quickly and effectively. His particular field of action is the most important thing in the world to him—and should be. Nevertheless, after having a few years of teaching experience, the content and teaching technique of his subject become familiar—reduced in too many instances to a formula, dehumanized and dead. If he has a constructive imagination and enthusiasm, his subject is always alive, and is potentially rich in opportunities for further development.

Nevertheless, we ought to know how the work we are doing functions in relation to other subjects in the broader field. Shorthand and typewriting are, after all, only tools. When we have learned the use of these and attempt to make them function in the actual field of business—or sooner—we

find that they come into a new and interesting realm, and are touched here and there vitally by the work of other specialists in other fields. If we have perspective, backed by much actual knowledge of these other fields, we are richer in every way—better teachers, better guides for those who sit at our feet to learn.

And this brings us down to the main object of these few words—namely, to draw attention to a book we have just published which deals with the subject of commercial education in a big, broad way. Its title is, "Some Observations on Secondary Commercial Education," and it was written by Mr. Arnon W. Welch, formerly a commercial teacher of wide experience in many fields of the subject, but now a member of the New York Bar.

We shall not say anything about the book itself. We want you to satisfy your curiosity by reading it. It will give you something to think about, and help you to evaluate your work as a specialist. You may agree with Mr. Welch or you may challenge him—but, at any rate, you will know that you have read a book that has interested you and stimulated thought.

•••

## *Obituary*

**W**E note with regret the passing of Dr. John H. Walsh, retired Associate Superintendent of Schools of New York City, who died recently at his home in Brooklyn.

Dr. Walsh retired as Associate Superintendent of Schools last year when he attained the age limit. He was a prominent figure in the educational world, being the author of a series of textbooks on mathematics. Until the consolidation of the five boroughs of New York City, he was City Superintendent of Brooklyn schools.

# Teaching Shorthand Penmanship

By Guy S. Fry

*The First of Two Articles Supplementing Our Series by Miss F. E. Ulrich on "Keeping Your Students Interested"*

**T**HERE seems to be an impression quite prevalent among shorthand teachers that penmanship drill comprises mostly exercises of various and peculiar kinds quite apart and different from ordinary shorthand writing. Such an attitude is likely so to narrow the work as seriously to affect its success. Teaching Gregg Shorthand is, to a very considerable extent, teaching penmanship. We must realize that our work in this direction must be continuous over a long period if we are to accomplish what can be accomplished with our pupils. In a short special drill we can lay the foundation for a habit in writing. But this must be cultivated for a long time, and in all the work the pupil does.

## Supervise Practice

Right here I want to touch on the question of whether penmanship needs to be taught, or simply practiced; whether it is sufficient to place an exercise before the pupil and leave him to work on it, either in the class or at home, or if the drill needs to be carefully planned and closely supervised. The object of the penmanship drill is to develop certain desired habits of writing, and, as with all habit-forming work, it is of the utmost importance that it be a *correct* habit. As a usual thing, it is not wise to leave the pupil without guidance. Perhaps I can make myself clear by being more specific. For example, an essential element of your drill is the speed of the hand action. You want to get fluency in writing, and a certain speed in execution goes with this. Proper treatment and speed can easily be secured in the class by having the pupils write to your count. If you leave them to themselves, some of them will write too fast and others will write too slowly. A great deal more work is required to eliminate a bad habit that has been started than to establish the correct practice in the beginning.

As a general thing, not very much time will be given to special penmanship work anyhow, so that having it all done under your close observation will not necessarily shorten your regular recitation greatly. On the whole, I think that it is very desirable that special penmanship work should be done under your

close observation. If you will plan it well and work with snap and definiteness of purpose, you can accomplish a great deal in a little time.

## Drill for Form

While the usual application of penmanship drill is in the development of speed and legibility, there is a value attaching to it that can be realized before the question of rapid execution enters. This comes from a type of exercise that consists in forming in the pupil's mind a clear picture of what he has to write.

I have observed that one of the most serious obstacles with which the shorthand teacher has to deal is the idea so commonly met with that shorthand forms are hard to make. This impression undoubtedly arises from efforts to construct the forms with only a vague idea of what is wanted. Special penmanship practice, selected to develop the forms wanted, but given without stressing the shorthand connection, can be made very helpful in guarding against the development of this misconception as well as in giving your pupils proper freedom of action and good shorthand control in their writing.

## Develop Correct Movement

In the very first lesson, and about the first thing in that lesson, I illustrate on the blackboard this exercise:



developing *k* and *g* and having the class practice it for a minute or two. I do this without making any reference to its shorthand significance, simply to give them a clear idea of the motion involved in making the character. This plan has the merit of concentration, in that it lets us deal with the form, with the pupil's mind centered upon it. When the character becomes shorthand, you will already have established an association between the form and the motor impulses involved in its execution. Your pupil will know exactly what he wants to make; he will have had

recent experience in making it, and will go about his practice with confidence and freedom.

### Associate New Forms with Longhand

As much as possible, it is desirable to associate the shorthand forms which are new with something that is already familiar to the pupil. This both helps him in developing the proper mental concept and enables him to utilize his past experience and practice in writing. In this exercise you do that. You want to get your pupil to make *k*. He knows what the longhand *n* is and makes it readily and with the freedom of motion that you want him to use in writing shorthand. The exercise gives you a very close connection between the *n* he knows about and is trained to make, and the character *k* about which he knows nothing. By using it you get practically as free and skillful a construction of *k* and *g* right at the start as you would get of *n* and *m* in longhand from the same pupil.

### Continuous N and U Drill

This particular exercise has another merit in guarding against the common fault in making horizontal characters, or in eradicating this fault if developed. Pupils very commonly make *k* and *g* uphill. They do not do this when joining them, because the continuing forward movement necessitates the maintenance of the horizontal direction. So if you develop your pupil's idea of *k* from this connected exercise where it is properly formed as to slant, his impressions are going to be correct ones, and he is more likely to make the character properly horizontal when standing alone than he would be if he began his practice on it as an isolated stroke. This is especially true if, in connection with the practice, you make it a point to call attention to the fact that the characters do lie in a horizontal plane. Having made them that way, his physical action will tend to continue in the way it has been started. If you supplement the unconsciously formed disposition toward this type of construction by emphasizing the correctness of it, you ought to experience little trouble in developing correct forms for *k* and *g*. Of course, the effect of

this exercise on its associated characters is duplicated by the continuous *u* exercise for the reversed curves, *r* and *l*.

### Strokes Obtained from Ovals

The association between the known and the unknown can be carried out in many ways as you progress. With a class that has had longhand penmanship drill and that understands the basic value of the direct and indirect ovals, you can cover the whole direction of the form of our curved strokes by calling attention to the sections of the ovals from which the curved strokes come. Thus from the direct oval we get *p* and *b*, and *r* and *l*. From the indirect oval, *k* and *g*, and *f* and *v*.



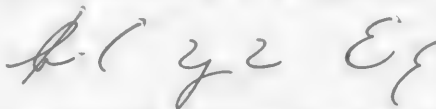
The quick curve at the end of *p*, *b*, *k* and *g* and at the beginning of *r* and *l*, *f* and *v* is readily understood from such an explanation, and the pupils are guarded against false impressions that sometimes are developed from the study of the isolated character.

### Other Familiar Strokes

There is another opportunity for associating the shorthand with longhand, such as pointing out that the big curve of the longhand *b* gives us our shorthand *b*; that the rounding of the angle in *fr* and *vl* calls for the same sort of movement as in making a capital *y*; that the *a* and *e* circles bear the same relation to each other in shorthand as in longhand—one is large and the other small:



that *pb* and *sp* when joined call for the same type of movement as in the capital *E*.



This connecting of familiar things with the ones you are teaching helps both in fixing the forms in mind and in the actual execution of them. It can be carried to considerably greater length in advanced work.

(To be concluded next month)

With the Class Drills that follow (page 212) appears an official version of the O. G. A. Contest Copy. This is an innovation—the publication of official notes in advance. This will give your students an opportunity to practice for "perfect" copy this last month before the close of the contest.

All papers must be in our hands on April 1.

# Supplementary

## Vocabulary

Compiled by  
Whitewater State Normal

(Continued from

The *warrant* issued for the *salesman* was intended for the *secretary* of the *flour mill*.

The *election* of the *earnest English legislator* was prevented by an *unavoidable disaster*.

The *architect* designed plans for the *church* which met with the *instantaneous approval* of the *congregation*.

The *unavoidable appearance* of the *tranquil messenger* was a *disadvantage* to him.

Their *vocabulary* was *unusual* and *practical*, for which the *secretary* was *thankful*.

The *catalog* does not *coincide* with the *indispensable manuscript* of the *salesman*.

The *dissatisfaction* of the *delegation* was a *disadvantage* to the *social secretary*.

We *attach a coupon* to every purchase which *counts* for one *vote*, as *hitherto* stated.

*Civilization* is *demoralized* by the *misdemeanors* of the *modern generation*.

The *negligence* of the *messenger* caused him to forget the *parcel* belonging to the *curious passenger*.

The *United States* could not *really refuse* to give *Europe* the *support* called for.

The *various votes* at the *election* showed an *enormous* increase over the *preceding year*.

The *plaintiff* was *thankful* that the *defendant* *refused* to *support* the *testimony*.

The *congregation* of the new *church* could not *fulfill* their *pledges* for such an *enormous amount*.

*Exorbitant prices* for *flour* designates that another *shortage* is at hand.

The *automobile disaster* proved to be an *unavoidable accident*.

*America* has an *abundant amount* of *modern institutions*.

The *English parliament* developed many *democratic rules*.

At seven o'clock the *delegation* met to *proceed* with the *unusual laboratory experiments*.

*Luxury prevails* in *various cities* in the *United States*.

The *secretary* *withdrew* his *resignation* after the *election* of the new *legislator*.

The *cabinet officer* won the *approval* of the *versatile attorney* by his *casual treatment* of the *accident*.

The *Democratic delegation* showed that they did not *approve* of the *procedure* which resulted in his *election*.

He was *likewise obedient* to the command of the *executive* and put in his *appearance* at three o'clock.



# Practice Material

## Sentence Drill

Marie S. Benson

Whitewater, Wisconsin

(February issue)

A handkerchief was found at headquarters with hieroglyphics in the corner which made it possible to understand the hitherto unexplained mystery.

The passenger was ignorant of the American customs, but he seemed anxious to win the approval of the others.

The delegation to the Democratic convention made their headquarters at the Institute for economical reasons.

The plaintiff did not prove that the production and operation were on an economical basis.

The English messenger was sent to America with the envelope containing the manuscript.

Among the architects who made application for the annual assemblage were Mr. Brown and Mr. Smith.

The authenticity of news of the automobile disaster was proved at ten o'clock.

Because the church held this unusual view was no reason why I should refuse to listen to the details of the situation.

A good vocabulary may strengthen your social status and help support you in your struggle for existence.

The appearance of such a large congregation means the approval of the citizen who had contributed so much for the fund.

We had an abundant supply of rainfall in this region.

Zinc is amalgamated with mercury.

He used exorbitant means to extract it.

The parcel was the property of the passenger and was lost through the negligence of the curious messenger.

Another really unavoidable automobile accident occurred last night.

Constant application of the rule will prove to develop and strengthen the imagination.

The punctuation in the manuscript provoked the Democratic delegate.

The cabinet executive attached his approval to the bill.

Abundant evidence was found by the citizen to prove that it was an accident.

The volunteer salesman was deceived by the curious messenger.

Parliament proceeded to prosecute the ignorant passenger.

The Democratic legislature preserved the doctrine of the United States.

The congregation built a church in a conspicuous place on the boulevard.

The administrator and attorney read the affidavit to the anxious architect.

The Amalgamated Iron Workers of America heard an address by the employer.

The wholesale salesman of automobiles resigned before the company went bankrupt.

(To be concluded next month)

# Class Drills on the Contest Copy

By Florence E. Ulrich

Editor, Art and Credentials Department of The Gregg Writer



As usual, considerable interest is manifested among the schools in the Annual O. G. A. Contest. Miss Margaret E. Wieben, teacher in the Grossmont Union High School, Grossmont, California, writes: "If interest in the O. G. A. work in other high schools is as keen as in our group here in Grossmont, I predict for 1925 the most wonderfully successful contest ever planned."

Some of the teachers already have sent their contest specimens to us, because they desired their groups to embrace the students graduating during the mid-term. We do not advise teachers to send their contest papers to us quite so early, unless it is for that or a similar reason, because very often the student who has a good style of writing can acquire, with the additional two months' practice, a style so much better that his specimen may be placed on the Honorable Mention list. And often students who do not have a good style of writing can acquire it if they will devote the time allotted to them to the right kind of practice. Some of the specimens we have received show excellent progress in shorthand writing; the forms are accurate in formation, slant, and proportion; the curves are full and well made; but the wiggly outlines reflect uncertainty and slowness of execution that detracts from the beauty of the copy. These students can do better, but they are now in the process of learning what correct forms are and how to make them and do not as yet have the skill and dexterity in the execution of them that comes from repetition practice. Swift, fluent writing is greatly superior to slow, labored writing; not only in beauty, but in practicableness. Fluency is of primary importance and the first requisite of good shorthand writing, and it is the one that counts very materially in the decision of the judges in the O. G. A. Contest.

## Fluency

In reviewing the many hundreds of specimens received this year for membership certificates, we find that certain characters give more trouble than others, simply because they

are less common and the students have not practiced the forms often enough to acquire ease and fluency in writing them.

Some of these characters are *Catskills*, *moonlight*, *midwinter*, *weird*, and *illuminated*. None of these characters are difficult to make, but they are not as frequent as some of the others and too much caution is exercised in writing them. Drill on these particular words for a minute or two, dictate them slowly at first and gradually speed up until the students forget their caution and write the characters fluently.

## Proportion

Another common weakness to be found in the writing is lack of proportion in the length of strokes and size of circles. It is a significant fact that students, when asked to write an outline ten, twenty, fifty, or a hundred times, will start by writing a good character and finish with a scrawl that is unrecognizable. This habit was very pronounced in the penmanship drills that we received. It was due simply to the fact that the students were interested primarily in writing quantity and they did not see the seriousness of sacrificing quality. Insist upon *quality* rather than quantity in all of your work and you will surely achieve much better results. The plan of having your students dissect outlines and build them up again is a very useful one in the development of the habit of concentrating on shorthand forms, and I suggest its use whenever you find your students getting reckless in writing shorthand characters. Attention should be given to proportion in such words as *shoulder*—*l* must be twice the length of *r*; *perhaps*—*s* must be much shorter than *p* and *r*, and the circle must be large; *Catskills*—*l* is twice the length of *k* and the circle is large; *weird*—the *r* is one-half the length of *d*; *trick*—all strokes should be short; and *especially*—*s* and *sh* are much shorter than *p*.

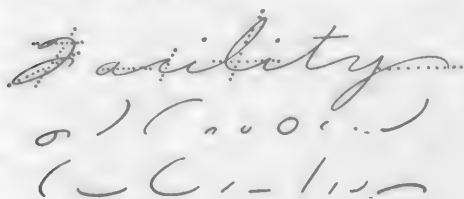
## Curvature

Third in the list of common faults, this time, is curvature. Most of you have been able to get full, round curves, but some are still a little weak in that direction. The very simplicity of the curve, it would seem,

O. G. A.  
CONTEST COPY

Handwritten text in cursive script, appearing to be a list or series of entries, possibly names or dates, written in ink on a dark background.

is the reason for its being so strangely distorted by some writers. Remember, these curves are written the easiest and the natural way. There is nothing difficult about them. Illustrate by the use of a longhand letter or words to show that this is true. The one word *facility* contains the complete shorthand alphabet, including some of the blends. Note the illustration here:



The capital letter *f* contains not only a good *ak*, *v* or *f*, *ten* or *tem*, and *oo*, but the motion used in writing the last part of the letter is the same as that used in writing our diphthong *ou*, only the diphthong is smaller. The longhand letter *a* has the same motion as that used for our shorthand circle vowels, *a* and *e*, and the hook vowel *o*. The connecting strokes between the letters of the word give us *r* and *l* curves, and in connecting *i* and *l*, we have the *ent* or the *emt* blend. The downward stroke on the *l* (we know that this *l* is not a perfect penman's idea of a good letter, but it is more commonly used than the straight-back *l*, and is, therefore, more natural to write) gives us our shorthand *b* or *p* curve. The *t*, *d*, and *n* strokes may be found in the letter *t*, and the first stroke in the *y* gives us *sh*, the second one *th*, the third one *j* and the final one *g*. It is interesting to see how many times almost all of the characters in our shorthand alphabet are contained in one longhand word.

### Slant

I suggest that you examine the curves and the slant of the curves in the plate furnished this month before having your students practice them. The curves in the copy that we find sometimes incorrectly written are found in *youth*—the *th* is either not slanted properly or it is not curved correctly; *maybe*—the *b* is not curved enough; *winter*—not enough curve to the blend; *it has been*—*b* does not have the proper slant, and is not correctly curved; *often*—*f* should start with the greater curve at the beginning and the hook should be deep and narrow; *surface*—slant should be uniform with the rest of the characters; *looking*—the *l* should not drop down at the end; *hills*—*l* should not drop down at the end; *listen*—*l* should not drop down at the end; and *perhaps*—*r* should not drop down at the end.

You will note that slant is another im-

portant element in shorthand writing and, since improper formation can very often be traced back to the fact that the writer started out with the incorrect slant, slant should be stressed very emphatically in all shorthand penmanship drills the same as in longhand penmanship drills.

### Joining

Just one more suggestion: Emphasize the necessity for correct joining of strokes. First, let a student think through an outline to get a mental picture of how it should look, and then let him write it over and over again until he can join all of the strokes fluently and gracefully. The word *perhaps* is not always correctly made, because *s* is too long and there is a retracing of the *p* before swinging off on the *s*. Too much retracing on the *r* is a common fault in writing *trick*. Notice how it is made in the plate. The *kl* in *Catskills* should be written with a hump and the *rk* in *trick* and *direction* should be written *without* a hump. Only reverse curves of unequal length have humps.

### The Call of the O. G. A.

All set for the O. G. A. Contest now! Take sufficient time to have the students practice the copy, but mail your budget early enough so that it will be sure to reach us not later than April first, the closing date of the contest. And please do not forget to send the statement giving the number of students in your class or classes, the number of papers submitted, name and address of the school, and the name and address at which you can be reached after school closes, asked for in the rules published in the December and again in the February *Gregg Writer*. If you wish to have the specimens rated for membership certificates in the O. G. A., the examination fee should accompany the specimens, preferably inclosed with the tests. Make the beginning of this new year a happy one by placing your school at the top of the list in the Annual O. G. A. Contest. Close your school records with every student in the advanced class a holder of the O. G. A. and C. T. Certificates. Add to the trophies won this year, a beautiful banner or Honorable Mention diploma.

Our friend, Mr. Orton E. Beach, of Lowell High School, Lowell, Massachusetts, has the kind of spirit that we must all have to win: "You may be sure that we are giving this all the energy possible, and we are doing it with one idea in mind—to make the quality of our papers so high that we must qualify for first place. Our students are all getting into the spirit of the thing, and are working

(Continued on page 226)



# Twenty-Seventh Annual Convention of the National Commercial Teachers' Federation

Louisville, Kentucky, December 29-31, 1924

## Officers for 1925

### General Federation

PRESIDENT: C. M. Yoder, State Normal School, Whitewater, Wisconsin  
FIRST VICE-PRESIDENT: Arthur F. Tull, The Business Institute, Detroit, Michigan  
SECOND VICE-PRESIDENT: Mrs. Janet Biller, Roosevelt High School, Des Moines, Iowa  
SECRETARY: John Alfred White, Emerson High School, Gary, Indiana  
TREASURER: C. A. Faust, 1024 N. Robey Street, Chicago, Illinois

### General Executive Committee

C. M. Yoder, State Normal School, Whitewater, Wisconsin  
Henry J. Holm, Gregg School, Chicago, Illinois  
Ivan E. Chapman, Principal, Western High School, Detroit, Michigan  
Charles T. Smith, Kansas City Business College, Kansas City, Missouri

### Public Schools Department

PRESIDENT: George A. Macon, Director of Commercial Education, Memphis, Tennessee  
VICE-PRESIDENT: B. B. Beal, High School, Hibbing, Minnesota  
SECRETARY: Miss Mary A. Dodd, High School, Springfield, Illinois

### Private Schools Department

PRESIDENT: A. L. Walters, Littleford School, Cincinnati, Ohio  
VICE-PRESIDENT: T. A. Blakeslee, Nebraska School of Business, Lincoln, Nebraska  
SECRETARY: Miss Edna Moore, Spaulding Commercial College, Kansas City, Missouri

### Shorthand Roundtable

CHAIRMAN: Miss Gertrude Beers, Nebraska School of Business, Lincoln, Nebraska  
VICE-CHAIRMAN: W. H. Howard, Office Training School, Columbus, Ohio  
SECRETARY: Rosella Butler, High School, Springfield, Illinois

### Business Roundtable

CHAIRMAN: M. S. Cole, Senior High School, Marion, Indiana  
VICE-CHAIRMAN: W. R. Kiddoo, Goldey College, Wilmington, Delaware  
SECRETARY: Mrs. S. F. Evatte, Draughon's Business College, Greenville, South Carolina

Place of next meeting, Cincinnati, Ohio

## General Federation Report

By Hubert A. Hagar

**I**F we were given to reminiscences we could write several pages on the changes that have come about in commercial education during the past fifteen years. It was just fifteen years ago that the National Commercial Teachers' Federation met in the historic old Galt House on the river front in Louisville. To the handful of men and women who attended the 1909 convention, there must have come a distinct feeling of pride of accomplishment as they sat through the various sessions of the 1924 convention in Louisville's new and magnificent Hotel Brown.

To them the very character of the program itself, and the splendid array of nationally and internationally known educators that participated in the discussions, were striking evidences of the final triumph of their ideals; a glowing tribute to commercial education and to its place in our present educational system.

The meeting was opened on Monday morning by the ubiquitous and genial R. H. Lindsey, successor to Uncle Enos Spencer as president of the Spencerian Commercial School, Louisville. To show that he is a man of his word, Mr. Lindsey introduced the Hon. Huston Quin, Louisville's real, live, and most popular Mayor, who welcomed the convention to the city. Mr. Quin was a real delight, and drew an equally delightful, happy, and witty response from Mr. B. F. Williams of the Capitol City Commercial College, Des Moines, Iowa.

The first session was completed by two scholarly addresses by Dr. E. Y. Mullins, president of the Southern Baptist Theological Seminary, on "Present Tendencies in Education," and by Hon. E. T. Franks, a member of the Federal Board for Vocational Education, Washington, D. C., on the subject of

"Vocational Education as Applied to Commercial Education."

A better conception of education, vocational training, the teaching of civics, and the recognized aim of producing finished men and women, were held to be worthy tendencies in modern education by Dr. Mullins, while neglect of fundamentals, excessive emphasis of technicalities, and an inclination to materialism were disapproved.

One of the most interesting points brought out by Mr. Franks was his comparison of the cost of commercial, vocational, and academic education in the public schools of the country. According to Mr. Franks, "out of the \$1,750,000,000 spent in this country in 1922 for all kinds of education, only \$14,770,142, or four-fifths of one per cent, was expended by federal, state, and local districts in teaching boys and girls how to labor with their hands, and yet of the 41,609,102 people in this country who work in gainful occupations, 98 per cent of them labor with their hands." "I am not surprised," said Mr. Franks, "that we have a country of untrained workers. Notwithstanding our shortage in unskilled workers this is the greatest manufacturing country in the world, but with our inexhaustible man power, our wonderful natural resources in raw material, water power, cheap fuel, and transportation facilities, we would have been much greater if our man power had been thoroughly trained."

### Commercial Education

"All I have said applies with equal force to commercial education. Please do not misunderstand me. I am not undertaking to tell you how to run your business, but I think I know something of the kind of workers the country is demanding to-day, and I hope that you will not think I am criticizing you if I venture the statement that commercial or business colleges to-day are turning out far too many half-baked bookkeepers and stenographers. That is partly your fault and partly the fault of the student body, anxious to get out and earn some money before they are equipped for the jobs that they are trying to fill, which is laudable and is to be commended, but it is a mistake to let them go before they are qualified. It is a reflection upon the school and an injustice to the student. A good stenographer is a joy forever, while a poor one is a creature long to be remembered; and they are all deficient at some time when beginning. Some improve rapidly, others very slowly, and I have known some that I really thought never did improve. Some people are born stenographers. That class will learn much more rapidly than those with less interest in the work. I have known others trying to fill the job when it was

never intended in the order of things that they should attempt to fill that position, as is the case in many other trades or professions. There is but one way to make good high-class stenographers and make them quickly, and that is to finish them in the part-time school. The teacher must first know the demands of the public and then undertake to supply that demand. All successful business men first find out what the people want and then undertake to supply that want."

### President's Address

Tuesday morning's program was opened by an address by the president of the Federation, Mr. Henry J. Holm, principal of the Gregg School, Chicago. In his address, Mr. Holm described the place of the business course in the field of education. There was never greater interest in commercial education, he declared, and added that this interest comes from business men who recognize that we must know intimately the problems of school men, and from youths who feel the urge of making a place for themselves in the world's work. He said that to-day the business course is a recognized institution with a recognized educational content.

In defining commercial education Mr. Holm said:

The Practical Standard Dictionary defines education as, 'The systematic development and cultivation of the natural powers.' Education does not create; it develops and cultivates; it assumes that something exists which is subject to growth. This something is the latent powers of the individual. Herbert Spencer said, 'To prepare for complete living is the function of education.' Complete living is merely the normal exercise of the powers of natural functions of the individual, and the extent to which we are proficient in the exercise of those powers is exactly the extent to which we are educated.

The real things in education are both cultural and utilitarian in the abstract. There is agricultural education which is as important as any other kind. Business education is both cultural and utilitarian. The distinction between cultural and utilitarian is plainly stated by an eminent university professor who said, 'It is just as educational to learn how to milk a cow as it is to learn how to recite a poem.' The real meaning of this statement is that it is just as important and indispensable that there be educated stenographers, bookkeepers, and telephone operators as that there be educated superintendents, general managers, vice-presidents, and other executives.

Business education is to-day divided into two different types—the specific and the general. The specific relates to training given in the commercial departments of high schools and in private business schools. The general is that type of commercial education usually offered by collegiate schools. We are, therefore, engaged in a field of education that has a specific objective, and that develops and cultivates the natural powers of the individual, and also prepares for complete living in the fullest sense of the word.

The private business school supplies a demand for intensive training on the part of those who, for one good reason or another, do not desire the socializing activities of the public schools. Who are these people? Where do they come from? First, there are

those who, having graduated from high school, perhaps from college, decide that they want to make contacts with business through the training that private schools offer. They have had socialized activities for anywhere from twelve to sixteen years, and to them there is no point to adding more to that kind of education. They want a high degree of specialization.

And this is a considerable group from which to draw. Available statistics show that of those who attend high school, about 33% are enrolled in the commercial course. Making allowance for the small percentage that go to college, there remains more than 50% of the high school graduates that have had no business training, most of whom, the boys at any rate, will go into business. They are legitimate prospects of the private school.

Second, the economic conditions of the individual or of the home make it desirable, if not, indeed, necessary, to get a functional knowledge and skill in commercial subjects in much less time than is usually possible in high school. It becomes necessary to omit the breadth and to specialize on the technical. Perhaps this ought not to be true. But we are not living in a utopian world. It always has been true; it is true to-day; and it does not appear probable that there will be any change in the situation except in the unlikely event that the state assumes the paternalistic policy of requiring attendance at public schools until one is eighteen years of age, and makes provision for the economic maintenance of the individual in the meantime.

To those who find themselves in the economic situation referred to, the private business school is an oasis in a desert of educational waste.

In the high school field there are two divergent lanes of thought as to what should or should not be included in the curriculum. One group argues for the redirection of high school instruction along standardized lines to accomplish its "traditional function," with technical (or business) training virtually eliminated; the other group argues for a larger diversification of high school instruction as to include a number of definite vocational objectives that hitherto have not been comprehended by the high school program.

Between these two conflicting schools of thought there is a great gulf. It is hard to conceive that the first group can make any headway at this time, as commercial and vocational training was introduced as a part of the high school curriculum to meet a definite demand and to break away from traditions. The second group are extremists in the other direction, and would put in the public schools courses for the training of every conceivable trade or profession. There is a happy middle ground, which, undoubtedly, will be found through the wisdom and experience of those in charge of our public schools.

### *That Other Thing*

"That Other Thing" was the subject discussed by Professor H. H. Cherry, president of the Western Kentucky State Normal School and Teachers' College, Bowling Green. Professor Cherry defined "That Other Thing" as an intangible, spiritual force that determines every human success, establishes commercial credit, stabilizes business, and guarantees perpetuity of free institutions.

"There is a challenger in the report of the survey made by the committee on public affairs of the American Institute of Accountants," he said. "It shows that losses from embezzlements and forgeries in this country

alone amount to more than \$200,000,000 annually.

"Losses from credit frauds amount to more than \$400,000,000 annually. Losses from sales of corporate securities of no actual and potential value, amount to more than \$1,000,000,000 a year. It seems that these statistics justify us in believing that all educational institutions should, either through an atmosphere or through formal programs, give more emphasis to growing a citizenship that will have dependable life.

"What we need to urge in private and public life is a leadership that lives above the rim. Our country cannot be illuminated with tallow candle and grease lamp personalities. It takes the arc light of a great soul to advance freedom, education, and democracy."

Professor Cherry scored those who complain about the government and then do not go to the polls to vote. He said that the people of a democracy get the kind of government that they order through their civic conduct.

### *Luncheon Program*

The final address of the Federation was delivered after the luncheon on Wednesday by Dr. George Colvin, superintendent of the Louisville and Jefferson County Children's Home, on the subject of "Americanism."

"America is giving to business a new creed and a new code," said Dr. Colvin. "American democracy has done one thing—it has glorified and dignified labor. And not only is America teaching the world a new conception of labor, but we are beginning to understand that business is not organized and conducted merely for personal gains or profit, but that the supreme function of business is service, and that he profits best who serves most.

"Business has learned that it pays to have the men and women who work for it satisfied and content. Intelligent business does not discharge the employee that tries and fails; it finds him a place where he can succeed.

"I should like to see established in every business school a department on human relations. The student should be taught to look upon business organizations, not as being made up of bosses and employees, but of brothers engaged in a great cooperative enterprise. I believe that we shall soon have such instruction offered in our schools.

"If America is prospering in a material way, it is because her industrial system conforms to the fundamental laws underlying industry. Let me suggest that the great mission of us all is to find out these laws and make this ever-changing world of circumstances chime with never-changing laws."

The speakers for the general Federation

program were obtained by Mr. W. H. Lippold, educational director for the Louisville Y. M. C. A.

### Entertainment

To the local committee on arrangements goes the credit for providing a delightful entertainment program. This committee, headed by Mr. R. H. Lindsey, was as follows:

Miss A. C. Roth, Girls' High School; Sister Mary Canisius, St. Helena's Commercial College; D. P. McDonald, Bryant and Stratton Business College; W. H. Lippold, Y. M. C. A. School; P. W. Clark, Clark's School of Business; J. D. Creager, Creager's Business College; J. D. Paul, New Albany Business College; E. LaRue Perkins, Clark County Commercial College; E. E. Black, Boys' High School, Louisville.

The program on Monday evening was in charge of Miss A. C. Roth, principal of the Commercial Department of the Girls' High School, assisted by Mrs. Marguerite Fowler, Atherton Girls' High School, and Miss Katie Driscoll, St. Xavier's College. The program consisted of songs by the Glee Club of the Girls' High School and a whistling solo by Mrs. Joseph G. Clinton, accompanied by Miss Lucile Lindsey, daughter of Mr. R. H. Lindsey. The musical program was followed by dancing.

A feature that contributed much to the success of the convention was the work of the reception committee, headed by Miss Lorena Dumeyer, of the Girls' High School. Miss Dumeyer and her committee were always on the job in making the visiting teachers feel at home, also in giving them any information they desired. Great credit is also due Mr. J. J. Paul and Mr. E. LaRue Perkins, members of the local committee. These two gentlemen, with their student assistants, met all trains from 7 o'clock Sunday morning until Monday night at 1 o'clock!

The visiting Catholic Sisters were taken care of by a committee headed by Sister Mary Canisius, of St. Helena's Commercial College, Louisville.

### Banquet

The brightest spot of the entire convention was the banquet held on Tuesday evening at the Hotel Brown. Community singing, led by Mr. Walter Shackleton, accompanied by Miss Helen Mitchell, started the program. This was followed by humorous songs written around a number of the convention celebrities by Mrs. Gertrude de Armand and Mr. W. J. Wheeler, Wheeler Business College, Birmingham, Alabama, and Miss Elizabeth Baker, of the Commercial High School, Atlanta, Georgia. It was suggested by a number that

this trio should go into the song-writing business!

Other numbers were instrumental music by students from the Salmon. Violin School, Louisville; the Hula Dance, by Miss Dorothy Hulett, Louisville's famous juvenile star; Heart Songs by Simmon's University Jubilee Singers; Southern Melodies, by Smiley Brothers Quartet; and a whistling solo by Mrs. Clinton.

The feature of the evening's program, however, was the stories, songs, and humor of Mr. James Tandy Ellis, famous lecturer and humorist, and author of "The Tang of the South." After the singing and speaking the room was cleared and dancing continued until one o'clock. The Tuesday evening program was arranged by Mr. D. P. McDonald, of the Bryant & Stratton Business College, and Mr. W. J. Drye, of the Spencerian Commercial School.

### Special Meetings and Luncheons

At the banquet on Tuesday evening a special table was arranged for the members of the Southern Commercial Teachers' Association, of which Mr. J. Murray Hill of Bowling Green, Kentucky, is president, and Miss Elizabeth Baker of Atlanta, Georgia, secretary. During the banquet Mr. Hill was presented with a bottle which was said to contain a supply of Mr. Hill's favorite brand! The table was arranged by Mr. P. W. Clark, of the Clark School of Business.

Other luncheons and dinners were held by the Private School Managers, National Association of Accredited Commercial Schools, and by the Bowling Green Business University Alumni Association.

### Resolutions

Among the resolutions adopted was one endorsing the movement to make the Mammoth Cave region a national park. Another opposed the proposed child labor law as an amendment to the Constitution, and favored the question being settled by each state individually. A third provided for the appointment of a committee to draw up a plan for influencing high school students to graduate before entering a private commercial college.

### Publicity

The *Courier-Journal*, the *Louisville Times*, and the *Herald-Post* were generous to the extreme in the space they gave to the convention. On Sunday, December 28, the *Courier-Journal* devoted a whole page in the photogravure section to pictures of the officers and the local arrangements committee.

(Continued on page 227)



# DICTATION MATERIAL



to Shorthand Plates in *The GREGG WRITER*

## Key to Elk

Designed by Alice Spohn

First-year Commercial Student, St. Scholastica's  
Academy, Fort Smith, Arkansas

(Beginning with the nose, and reading down and completely around the body) Year, in-not, please, omit, go-good, gore, am-more, rack, gear, mink, rink, meek, lay, ail-ale, in the, walk, cake-character, air-heir-where, wheel, gay-gave, on the, detain, may-my, gotten, elder, can, ill-he will, come, there were, ultra, change-which, weak-week, sir, well-will, came, rod, leer, good-go, making, key, lick, mark, bath, ream, in the, soak, rent, will-well, allow-I will, on the, to my, glad, leak-leek, cook, yell, whom-hum, wielder, calm, week-weak, not-in, let-letter, public-publish, neck, clerk, wool, yawl, eke, goal, go-good, than the, he, ignorant, weaken-he can not, organize-organization, give-given, him, gig, are-hour-our, sir, north, he will-ill, sick, came, mow-most, knee, mode, eagle, land, car-correct, apt, writ-return, lick, inclosing, lay, rent, inclose, laden, apt-apart, rat, err-were, most-mow, what, this is, Joe, hill, root-route, etching, short-ship, way, Henry, oath, urge, under, first, pause, sieve-serve, behave, I, wreck, ale-ail, allow, I will, ahem, woke.

(Inside body) Go-good, why, well-will, put, apart-apt, following, publish-public, being, above, be-but-by, for, read, people, peach, about, mole, low, bespeak, we have, beef.

(Inside antlers) Ray, kit, all, he, giving, during-doctor, kick, good-go, he, which-change, this is, made, loan, we, urge, heir-air-where, Henry, given-give, our-are-hour, hinder, mourn, ill-he will, my-may, kin, Chicago, in-not, able, foh.

## Signals

A Short Story of Intrigue and Action, from the November 15, 1924, issue of "Liberty"

By Douglas DeY. Silver

(Reprinted in shorthand by special permission of the publishers)

Just at dusk of an early November evening three Revere undergraduates ascended the steps of their eating club, The Poplars, and entered a long, low-ceilinged room comfortably filled with fellow Poplarites. After greeting the others, the three settled themselves on a deep, comfortable lounge.

"Carry Deems ran well to-day," observed Jack Underhill, gazing reflectively at his pipe. "Nice little quarter back, that boy."

Underhill was president of the senior class

and captain of the crew, so his opinions held weight. More, for instance, than the conversational tid-bits of Ike Adams, who was dozing at the far end of the lounge.

Ike (perhaps you saw his father, Wallace Adams, in Hamlet, on Broadway last season) was the chief dramatic light of Revere. He was tall, slender, and exceedingly good-looking. His mobile features were able to register as many different emotions as there are children in the ghetto, and it was predicted Ike wouldn't have to worry about a job after graduating.

"Carry has a lot of speed," he said, opening his eyes. "Funny fellow," though, off the field."

"Yes, he is a queer chap," assented Billy Pancoast, seating himself alongside of Adams. Billy, the editor of the college paper, resolved all college men into two classes, "good eggs" and queer chaps.

"It's a funny thing that Deems never made a club," pursued Adams, lighting a cigaret. "He's a popular man."

At this instant Chee, the smiling Filipino in charge of gastronomical matters at the club, announced dinner. Immediately there was a general movement for the dining room.

After coffee and cigarets, chairs were gently scraped or tipped back, while the members waited for Willie Finch, president of the club, to start the evening discussion.

Willie opened the meeting, which lasted for twenty minutes. Then he pronounced the time-honored finality.

"I guess that's about all," he announced in a bored tone. "Is there anything else?"

"Just one thing," responded Jack Underhill. "What is the pleasure of this club about Carry Deems?"

"No pleasure at all," quickly answered Finch. "We thrashed that out before. Carry's a good football player, but he doesn't measure up to Poplar caliber."

"We never measured him," Adams retorted. "He may not be such a small bore as you think."

"He's had three years in which to qualify," went on Finch, "but as far as I can see there's something lacking somewhere. He's too neutral. Never does anything outside of the football season."

"I'm rather in favor of giving him one chance anyway," spoke Gilly Hawkes, a thoughtful fellow who held debating honors.

"Why not appoint a committee to see just what kind of a bird he is?"

"All right," answered Finch, eager to be rid of the discussion. "I appoint Under-

hill, Adams, and Pancoast a committee to make a study of Carry Deems. They room across the hall from him and <sup>his</sup> ought to be able to tell us something."

On the other side of town, where the dwellings were of more modest proportions, Janice Woodruff lived <sup>with</sup> her father, "Pop" Woodruff, coach of the Revere football team. There had been a Mrs. Woodruff years ago, but almost ever since Janice could <sup>remember</sup> her father and she had lived alone in the cozy little home on Redmond Street.

During the daytime Janice was the secretary to the <sup>college</sup> president, but at night she broke more fluttering undergraduate hearts than any other Circe in the town.

Janice gayly hummed a little tune as <sup>she</sup> cleared the supper table.

"Well, who is it to-night, Janice?" inquired her father, peering over the top of his paper.

"Now, how foolish, Popsy, <sup>you</sup> know it's Willie—it's been Willie for ever so long now."

"I thought you might have changed," returned Pop Woodruff from the depths of <sup>his</sup> paper. "It *has* happened, you know."

At this instant the front door bell rang.

"Oh, there he is now and I'm not nearly ready," <sup>wailed</sup> Janice.

"Hello, Carry," she heard her father's genial boom as he opened the door. "Sure, Janice is home. Come in."

Carry was rather small <sup>and</sup> wore tortoise shell glasses, which emphasized a thin face. Beneath a worn overcoat his muscular shoulders tapered into a close knit figure; a contrast <sup>to</sup> the atmosphere of studiousness which Carry otherwise reflected.

In the dining room Janice permitted a flicker of disappointment to betray itself in her eyes. <sup>Then</sup> she walked slowly toward the hall.

"Why, hello, Carry," she said, offering her hand. "You're quite a stranger."

Carry shook hands, nervously.

"I just <sup>thought</sup> I'd see if you wanted to go to the movies, Janice. Will you?" he asked.

"I'm sorry, Carry, but I'm going out to-night—some <sup>other</sup> time, maybe, I'd like to go."

"I just wanted to ask you, Janice," he answered, "I didn't know you were going out. I might <sup>have</sup> guessed, though."

"That isn't fair, Carry—to say that—you haven't dropped in very often lately, you know," returned Janice.

"That's so," Carry replied. <sup>"It seems to me that you're not worrying a whole lot—not that I could expect you to."</sup>

"Well, now, just suppose that I wasn't <sup>worrying</sup> a whole lot, whose fault would that be, Carry?"

"Mine, I suppose, Janice. Well, I guess I'll be going. Good-night."

The door clicked <sup>and</sup> Carry walked down the steps. As he approached the sidewalk he heard a crunching sound in the road and then a few wheezy snorts <sup>as</sup> Willie Finch brought his car flush with the curb.

"Hello, Deems!" exclaimed Finch briefly,

hopping out of his runabout and brushing past. Carry returned <sup>his</sup> salute and headed for Thayer Hall, where he lived.

After opening the door to his room on the second floor Carry crossed into the <sup>dark-</sup>ness and sank into a chair by the window.

He stared out upon the darkened campus and wondered what Janice had meant. Her cryptic "<sup>whose</sup> fault would that be?" spun around and around in his dazed mind.

Gradually he understood. Janice, the girl he had adored since his freshman year, <sup>had</sup> decided that he couldn't make the grade—her grade. How she had changed since the days they used to take long walks to Burnham <sup>together</sup>! He couldn't afford, he bitterly reflected, to amuse her in the style in which she was at present being entertained. He couldn't hope to <sup>take</sup> her auto riding, to theatres, and to expensive dances. How could he hope to compete with Willie Finch, the president of the Poplars?

He <sup>hadn't</sup> even been asked to "drop in for dinner to-night at the Poplars," the time-honored means of informing a man that he had been <sup>elected</sup> a member.

(To be continued next month)

## Lesson Nine

### Sentences

Do you think the report will be satisfactory to the official? How much merchandise have you on hand? The clerk will not issue the stock <sup>certificate</sup> until Mr. Smith returns. We shall clearly state our terms in a letter to your firm. The doctor would not accept the check. He <sup>would</sup> not take advantage of the merchant. Kindly send your check with your first order. His references are satisfactory in every particular. What reply should <sup>we</sup> make to the judge? How far do you live from the railroad? We will ship most of your goods to-morrow. This organization does very <sup>little</sup> business in that territory. The agent said he would allow us to take the goods away if we would mail him a draft to-morrow. <sup>I</sup> regret that I cannot give you a full list at this time. The clerk had not had enough experience with the insurance corporation. You <sup>may</sup> enclose the remittance with your next order. The pupils all made good records. We will allow you credit on any goods you may wish <sup>to</sup> return. Our correspondence is very heavy this fall and this points to a good season. (191)

## Lesson Ten

### Words

Obliged, demonstrated, answered, mailed, stored, deliverer, indicator, receiver, stranger, smaller, customary, preparatory, plasterer, after-dinner, outcry, educator, whereby, nowhere, anyway, homestead, outdoors, aforesaid, <sup>juryman</sup>, hesitate, godmother, evergreen, howsoever, algebra, vociferous, hemisphere, aptitude, reminiscence, iterate,

cloud, masticate, ludicrous, maneuver, four million dollars, four hundred dollars, four hundred feet, ninety<sup>50</sup> degrees Fahrenheit, four million people, four per cent per annum, sixteen cents, several million, a bushel, 11 o'clock, filibuster, precarious, muscular.(71)

### Sentences

We will be much obliged to you if you will let us have your copy for the June magazine before 11 o'clock Tuesday morning. The<sup>55</sup> filibuster lasted through the greater part of four days. The educator is a great believer in out-door play for children. The children all<sup>60</sup> wanted an evergreen tree for Christmas. Arithmetic, algebra, geometry, and trigonometry are taught in our high school. Our goods were stored by the river. The<sup>65</sup> farmers are getting \$1.60 a bushel for their wheat. Mr. Smith will be appointed receiver of this company on January first.(100)

## Lesson Eleven

### Words

It is said, in every way, to obtain, to omit, to come, ought to go, as you may desire. Dear Mrs., Yours very cordially, you<sup>5</sup> don't reply, as poor as, as rich as, course of the stream, car after car, there is certain, you do not reply, great importance, date<sup>10</sup> of the order, very soon, piece by piece, dimensions of the case, you would not have, why do you, to oblige, to find, to preach,<sup>15</sup> we have been, they had not been able, you have been able, there was not, there wasn't, we do not like, I don't like, I<sup>20</sup> am sorry to see, I hope that, out of the State, ought to be done, on this case, of this city, one of these days,<sup>25</sup> no one, next day, must be able, may be given, long ago, line of credit, what has become, I am very truly yours, for next<sup>30</sup> year.(151)

### Sentences

If you cannot ship the curtains at once, we will be obliged to order elsewhere, as we must have them within the next two or<sup>5</sup> three days. If you will call at his home you may be able to get all the particulars of the wreck. We are sorry that<sup>10</sup> we were obliged to omit a part of your order, but you will have the goods we omitted within a week or ten days. I<sup>15</sup> hope that you will be able to get full details of the case very soon. Won't you come in to see us one of these<sup>20</sup> days real soon, as we have some very important news for you. We are glad to report that we can offer you one of the<sup>25</sup> best lines on the market. Car after car of Christmas trees arrived during the first week of December.(143)

## Lesson Twelve

### Words

Jump, stump, funniest, theater, garnish, eldest, disloyal, disorderly, upbuild, crucial, involution, misuse, voltage, lenient, rhetoric, crop, medium, idiom, cult, attune, monk, display, locker, hallucination, gulf,<sup>5</sup> we advise,

yield, vendor, vigor, ventilate, vernal, venom, tempest, slush, rebound, recourse, repaid, product, misrepresent, gulch, perfidious, depart, mucilage, plunger, depredation, erect, nuisance.(48)

### Sentences

Did you insure the package? Our baggage was badly damaged. A performance was given at Field's theater for the purpose of raising funds for the<sup>5</sup> new hospital. Cooperation of manufacturers and dealers brought about the sudden drop in prices. The admiral will not depart until after the storm. John's chum<sup>10</sup> displayed a great dislike for the study of rhetoric. If you would become strong and vigorous, we advise that your sleeping quarters be well ventilated.<sup>15</sup> We refused to discuss at that time the progress being made on the new building for our corporation.(93)

It is more important to make a permanent friend for your concern than a transient sale. —Forbes.(17)

"Some men are successful because they are never satisfied with anything but first place; others are unsuccessful because they are satisfied with anything but last<sup>5</sup> place."(26)

## Business Letters

### Customer's Error

(From Gardner's Constructive Dictation, page 69, letters 8, 9, 10)

Mr. O. R. Madden,  
Geneva, New York

Dear Sir:

Apparently there is some mistake about the goods reported short in your letter of March 18.<sup>5</sup>

We have no record of shipping you anything by freight, but the goods invoiced to you on February 23 by American Express contained the<sup>5</sup> items referred to in your letter; for instance, Sanitol Tooth Paste, Herbs, Mum, Wright's Pills, etc. A duplicate of this invoice was sent you with<sup>10</sup> our letter of the 11th. We hold the Express Company's receipt for these. They were all sent in one large box.

Will you not send<sup>15</sup> us in the inclosed stamped envelope a complete list of the goods received, so as to aid us in straightening the matter out?

Yours truly,(125)

Mr. F. X. Luther,  
Sacramento, California

Dear Sir:

We are writing again in reference to order No. 1231. The size<sup>5</sup> desired for the breeches, sweater, coat, and mackinaw was not stated. Therefore, these items are being held awaiting this necessary information from you.

Will you<sup>so</sup> kindly supply it so that the order may be released for immediate filing?

Yours very truly, (66)

Hunter L. Perrine & Company,  
St. Augustine, Florida

Gentlemen:

As we have not received a reply to our letter of December 11 requesting that you<sup>so</sup> furnish us with a noted freight bill to cover the shortage and damage which you claim on our invoice No. 105901,<sup>so</sup> we are taking the liberty of again calling this matter to your attention.

You are very likely aware of the fact that<sup>so</sup> the law prohibits the filing of a claim for loss or damage to merchandise in transit after six months' time has elapsed after the shipment<sup>so</sup> was delivered to the transportation company. It is, therefore, absolutely necessary that you let us have the noted freight bill or an affidavit to cover<sup>so</sup> the shortage and damage by return mail, so that we may file our claim before the six months period expires.

Yours very truly, (148)

## The Ethics of Good Business

Conscience is one of the last products of evolution.

As the human animal developed a brain and later on a social organization, he found what<sup>so</sup> we call ethics to be a necessity. Ethics or morals are simply the rules for getting along.

Righteousness is what will pay as a rule<sup>so</sup> and in the long run.

Before the nineteenth century the human race did not seriously engage in business. It gave its best thoughts to war,<sup>so</sup> art, religion and the like.

In the present epoch, however, there is little doubt that the most energetic part of the human race is devoting<sup>so</sup> itself to business.

In former times a business man was not supposed to have any conscience. A doctor had his code of ethics, also a<sup>so</sup> lawyer, a priest, and a schoolmaster. But a business man was supposed to be a lowbrow who was engaged in making money, which, in itself,<sup>so</sup> was a quasi wicked transaction.

It used to be a noble, aristocratic and distinctly high-toned matter to organize a band of thugs, start a<sup>so</sup> war, ravish a neighboring province and secure their goods and chattels by fire and sword.

Most of the nobilities of earth date from one kind<sup>so</sup> or another of highway robbery.

At first modern business was only too largely on the highway robber principle. Men got rich any way they could.<sup>so</sup> They were hard, ruthless, conscienceless.

But as business developed it emerged from its slime. It had to. Lying and cheating was short-lived. The only<sup>so</sup> basis for permanent success is honesty.

For this reason big business to-day is, as a rule, not only honest, it is humane. And it is<sup>so</sup> so for the very best of reasons—because it pays.

The Right Reverend William Lawrence, bishop of Massachusetts, not long ago broadcast an address in<sup>so</sup> which he used the following language:

"The professions of medicine, law, and the ministry are appreciated as high callings, and business is set down by<sup>so</sup> popular consent as merely commercial—necessary for money making and financial support, but essentially worldly, often sordid. As a bishop, with the blood of<sup>so</sup> business stock in me, I resent the insinuation, and claim that essentially the calling of business has in it the elements of faith, character, romance<sup>so</sup> and chivalry associated with the highest callings. Myriads of men and women in little shops on the side streets of our cities, in towns and<sup>so</sup> villages throughout the land, are quietly working out that calling in honesty, truth and a high sense of public service. The village store and its<sup>so</sup> hospitable stove is the center of village gossip, political standards and public spirit. The village storekeeper is to the boys and girls, the women and<sup>so</sup> men who buy their candy, bats and balls, cambrics and shovels, the representative of business integrity."

Contrast this with some of the stuff that is<sup>so</sup> being taught in some of our colleges and even fed to the children in the Sunday Schools, to the effect that any man who accumulates<sup>so</sup> a large fortune must be tricky and immoral, and that business men are simply wolves that prey upon the national prosperity and that the real<sup>so</sup> workers get only poverty and unemployment as their reward.

The fact of the matter is that in no country in the world is business so<sup>so</sup> dominant as in the United States. In no country in the world is there so much big business. And, at the same time, in no<sup>so</sup> country of the world does the workingman receive such high wages, such opportunities to improve himself, such liberty and such protection.

Tens of thousands of<sup>so</sup> the young people in this country are being taught the rotten gospel that to succeed and to make money is wicked.

The senate and the<sup>so</sup> congress of the United States is not without its blatherskites who are endeavoring to make laws to pander to this envious and ignorant belief.<sup>so</sup>

Every boy and girl in this country ought to be taught that it is one's duty to make money, to support himself, to get off<sup>so</sup> other people's backs, to succeed and to practice thrift.

Such a belief makes sturdy, dependable American citizens.

It is such a belief that differentiates this<sup>so</sup> country from Russia, that makes this country a place of law, peace, prosperity and freedom instead of a place of anarchy, turmoil, poverty and tyranny. (725)—*Forth Worth Record*.

~

If you can combine hard work and happiness in your work, you can ride over so-called "hard times" and never feel a bump.—*George L. Brown*. (27)



"Without economy none can be rich, and with it none need be poor." (13)

\*\*\*

"I do not know of any class of people that I regard as being of greater importance in the world than first-class stenographers." (24)

### Key to January O. G. A. Test

We had a letter one morning from a woman up State. It covered ten sheets; and it was written from a hamlet far from beaten tracks. It contained little news; it was simply a beautiful wonder at the snow and an astonishment as to where the birds kept themselves; a rambling dissertation on ornithology, an expression of grief that perhaps the robins and sparrows were suffering through a particularly hard winter; a failure to understand why they must be neglected, while mortals were cozy within, happy around fireplaces, snug beneath warm lamplight.

As we read it we could not but be glad that some one we knew had the large leisure, the patient energy, to say so much about so little. Yet was it little to write about? It set us to wondering, too, and we found ourselves, in the roar of the iron city, thinking of the coming April, and birds, and all that host of living wonder which fills the world with magic at a certain hour. (169)

### Quality First

By Harry A. Earnshaw

[Reprinted in shorthand by permission of Walker-Gordon Laboratories, Boston, Massachusetts]

(Concluded from the February issue)

As the strenuous years went on it was remarkable what a change occurred in the whole psychology of this big business. Under the old régime the various department heads were dominated in all their policies by the question of price. In buying their merchandise the chief consideration in the buyer's mind was not quality, but—"What will it cost, and at what price can I resell it?" Back of every transaction, either of buying or of selling, lurked the grim and chilling shadow of Fear. Although they did not realize it, they were thinking not of the interests of their customers, but of the prices of their competitors.

When a business man allows his competitors to fix his standards of ethics—of quality, service, and price—he is taking the rock out from the foundation under him and replacing it with quicksand. Business is simply organized service, administering to the imperative needs of humanity. When a business firm attempts to mould its whole policy to meet the prices of its competitors, that business is entering a labyrinth the center of which is a chamber of despair.

Because there is no "lowest price." Imitations will always cost less than originals. If and when degradation proceeds to a point where the imitation becomes the standard—and the price of the imitation universally rules in place of the original—then other imitations spring up, imitations of imitations! And the price of the second imitation is lower than that of the first imitation, just as the price of the first imitation is lower than that of the original.

Highest quality never can be given or obtained at the lowest price. If price be sacrificed, quality must be sacrificed. If quality is sacrificed, society is not truly served.

Business men who attempt to give high quality at a sacrifice of price go bankrupt. In which case society pays the bill just the same. Just as society pays for losses by fire. Insurance companies never lose.

And it was interesting and inspiring, through all these years, to observe how price, as a harsh and hampering power, a negative force, receded more and more into the background. Into the warp of this big corporation was woven a new and different woof—the fine-spun golden thread of the *Spirit of Service*. To serve—that thought became the main thought in our cosmos. We kept our prices fair and reasonable, but the standard of quality was set first, and then we worked from that point to determine the fair price. We did not take price as a starting-point from which to fix quality.

In eight years the business of this company grew from six million to fourteen million dollars in volume. They were able to pay not only six per cent upon their common stock, but extra dividends as well. The number of their customers grew to over ten thousand.

But besides these specific evidences of progress, they put themselves in a position of such strength that they can be but little affected by the fluctuations of business. Their patrons know, whether the price be high or low, according to the law of supply and demand, the quality is fixed and immovable.

It was a great fight. It is one of the innumerable true stories of big business.

The concerns referred to in this article are not apocryphal. These incidents have not been drawn from imagination, but from the real history of actual business. The companies I refer to are still in existence. The men who fought these great fights for a great principle are still living. Perhaps many persons who read this article will recognize the facts and will be able to call by name some of the companies to which these allusions have been made.

In every domain of trade there are two kinds of business enterprise: those which are living for the moment, satisfied if they can make a profit for this year and let come what may next year. These concerns build immediate profits at the expense of their future. There are others, and the number

is increasing, who have the vision and the courage to build business<sup>700</sup> on the solid foundation of quality first.

Quality and service are the golden keys to the doors of true business success.

The Simmons Hardware Company's<sup>775</sup> famous slogan will live forever as a great truth and principle of psychology: "The recollection of quality remains long after the price is forgotten."

Quality<sup>770</sup> pays—pays both producer and consumer. Each year that goes by adds to the number of individuals and corporations who prove this truth by actual<sup>770</sup> experience.

A policy of quality first will win out against a policy of price first, in the long run, one thousand times out of one<sup>700</sup> thousand.

If an article to be exchanged consist of a service, let the price be considered with relation to the *effectiveness* of that service.

If<sup>700</sup> an article of exchange consist of merchandise when appearance is of first importance, let the price be based on appearance. If the essential thing be<sup>700</sup> durability, let probable length of its life be the test of value.

If purity be the important thing then let *value* be placed on purity.<sup>700</sup>

Every single factor that combines to make any article or service one hundred per cent suitable to its intended purpose represents an outlay of time,<sup>700</sup> money, and energy on the part of *some one*.

Even approximate perfection does not just happen, it is achieved. When that achievement is in our<sup>700</sup> behalf, we ought not only to pay for it what it is worth *to us*, but pay gladly.

In the end he will be but<sup>700</sup> poorly served who pays with reluctance him who serves. (2959)

## A Law of Success

"It does not matter what other people think of you, of your plans, or of your aims," said the late Orison Swett Marden. "No matter<sup>70</sup> if they call you a visionary, a crank, or a dreamer, you must believe in yourself. If you forsake yourself by losing your confidence, you<sup>70</sup> can accomplish nothing. Never allow anybody or any misfortune to shake your belief in yourself. You may lose your property, your health, even your reputation;<sup>70</sup> but there is always some hope for you so long as you keep a firm faith in yourself. If you never lose that, but keep<sup>700</sup> pushing on, the world will sooner or later make way for you, and you may regain the confidence of those who have denounced you." (124)

I have always found my experience with shorthand a helping hand to me in every kind of work I have ever engaged in.—*W. A. Spicer*. (26)

The fine art of being helpful consists in knowing when to keep out of the way. (16)

**YOUR students may now transcribe their letters on actual letterheads at practically plain paper cost.**

Students learn effective arrangement of letters by transcribing their dictation practice on *real* letterheads. This realistic feature also adds interest to the transcription work.

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Put up in sealed packages, containing 500 letterheads, all of one kind, but assorted by packages, the price to schools is 85c a package or 75c in case lots of 48 packages—three packages of each type.

Orders for less than full cases should be ordered in multiples of sixteen packages to get the full assortment.

*Every letter on a letterhead* in the school means competent, confident stenographers going from the school into the office.

*Samples free to schools and teachers*

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## My Daily Desire

By Bert Moses

I desire to be myself; to pay what I owe; to work and earn a living; to love simply and plainly; to have no desire<sup>as</sup> for riches; to change my opinions from day to day as I see the light; to give each and all the free privilege of thinking<sup>so</sup> as they please, asking only that I may do likewise; to be unafraid to express any truth when it seems a truth to me; to<sup>to</sup> wilfully injure no man, woman, child or animal; to live out my days in peace; to have no hatred except a perennial hatred for pretense,<sup>too</sup> sham, cant and hypocrisy, and particularly a hatred of war that dominates every cell of my brain. To me there is no aristocracy but the<sup>the</sup> aristocracy of the intellect. To me there is no test of respectability except the test of serving the human race.(145)

## A Commission Contract Case

(Continued from the February issue)

A Saturday morning, the 24th of February.

Q Did<sup>you</sup> you go there? A I did.

Q You went up to Dale's office on Sheridan Road?

A On Sheridan Road.

Q On the 24th<sup>of</sup> of February, 1923?

A Yes, sir.

Q Whom did you meet there?

A Mr. L. J. Dale.

Q Anybody else present? A<sup>Yes</sup> No, sir.

Q State with as much detail as you can what was said by each of you on that occasion.

A Mr. Dale said<sup>that</sup> he could secure the building for me for \$60,000 free and clear of any encumbrance and we spoke—

Q What was said? Just<sup>state</sup> state what was said. Go ahead.

A He said, "Now, we will have to make a contract with the owner in regard to this building<sup>and</sup> and you will have to put up a deposit." I said, "Well, I will put up a thousand dollars." He said, "Well, that is not<sup>enough</sup> enough to put up with the owner. You will have to put up five thousand dollars." So I gave him—

Q You gave him \$5,000?<sup>?</sup>

A I gave him \$5,000.

Mr. Gates: Mark that Plaintiff's Exhibit 1 for identification. (Which document was then marked Plaintiff's Exhibit 1 for<sup>its</sup> identification.)

Mr. Gates: Did he give you a receipt for it? A He did.

Q Look at the instrument, Plaintiff's Exhibit 1 for identification, and<sup>state</sup> state whether that is the receipt. (Handing document to witness.)

A Yes, that is the receipt.

Mr. Gates: I offer that in evidence.

THE COURT:<sup>?</sup> Any objection?

Mr. Martin: No objection.

THE COURT: All right, that may go in. Which document was then received in evidence as Plaintiff's Exhibit 1,<sup>and</sup> and is in words and figures as follows, to-wit:

Mr. Gates: Mr. Matz, this receipt is in the handwriting of L. J. Dale, is<sup>it</sup> it not?

A It is.

Q Now, go ahead and detail what else was said.

A After Mr. Dale had given me the receipt I<sup>would</sup> would not take up with my bank the loan until I knew when I was to get the delivery of the building and he said<sup>that</sup> he would call me again in a few days.

Q What did he say with reference to the length of time?

A He agreed to<sup>get</sup> get the building—

Q What did he say? A Dale agreed—

Q What did he say?

A He said he would deliver the building in<sup>thirty</sup> thirty days.

Q In what condition?(931)

(To be continued next month)

+

The thing the world needs most is breathing time, time to play more and soak up the things that never come to a man when<sup>he</sup> he is in a hurry.—Stewart Edward White.(33)

+

"Common sense is the ability to take the worst and make the best of it."(15)

## Short Stories in Shorthand

### Helping to Fill In

She: Does he belong to the 400?

She: Yes, he's one of the ciphers.(15)

### Hush-a-Bye

Mother: Now I'll sing you a lullaby, and then if you don't go to sleep I'll spank you.

Little Elsie: Can't you spank me now<sup>and</sup> and let it go at that?(31)

### Fact Beats Fiction

Hostess: I hope you found that novel interesting, Mr. Patterson.

Guest: Well, I must confess it wasn't quite so interesting as the letter some one<sup>left</sup> left in it as a bookmark.(31)

### Not in That Class Yet

"Are you a messenger boy?" asked the near-sighted man of a boy in the street.

"No, sir," was the indignant reply, "it's my sore<sup>toe</sup> toe that makes me walk so slowly."(32)

### Unsuspecting Mater

Mamma: Where have you been, Johnnie?

Small boy: Playing ball.

Mamma (severely): But I told you to beat the rug, didn't I?

Small Boy: No,<sup>ma'am</sup> ma'am; you told me to hang the rug on the line and beat it.(39)

*Long Time Getting There*

He (during the interval): What did you say your age was?

She (smartly): Well, I didn't say; I've just reached twenty-one.

He: Is that<sup>23</sup> so? What detained you?(29)

*Nobody Wins*

"Marriage is a great game, isn't it?"

"Yes; but it always results in a tie!"(15)

*Almost a Record*

"Say, that's a fast-looking car you've got there. What's the most you ever got out of it?"

"Five times in a mile."(23)

## Central Commercial Teachers' Association

### Announces Meeting for Easter Week

April 9, 10, 11

THE officers of the Central Commercial Teachers' Association announce the twentieth annual convention of this Association, to be held in the Hotel Fort Des Moines, Des Moines, Iowa, April 9, 10, and 11. From the advance announcement received just as we were going to press, it is clear that a program of real interest and inspiration is in prospect. Those teaching in the Central states should be sure to attend, for the C. C. T. A. always offers a program second to none. The president is Mr. Bruce F. Gates, who is also the enterprising president of Waterloo College of Commerce, Waterloo, Iowa.

If you have not yet received the details about this year's convention, Mr. Gates will be glad to see that the information is sent you.

### Class Drills on the O. G. A.

(Continued from page 214)

hard to put Lowell High School at the top of the list." Such an achievement will be worth your best efforts, and the satisfaction that comes from such an achievement will be extremely gratifying to you. Our success is your success and your success is ours, so let us all coöperate in making this year's harvest in the O. G. A. Contest a rich and golden one.

Our slogan:—15,000 ENTRIES IN 1925!

## Helps for Shorthand Teachers

### The Q's and A's of Shorthand Theory

By John Robert Gregg

Mr. Gregg's latest book might properly be called the shorthand teacher's encyclopedia. Contains answers to more than 200 actual questions about rules, principles, and outlines, with a supplement containing copious lists of analogical endings of words—with shorthand illustrations. A veritable mine of information for students, writers, and teachers.

For ready reference, the Q's and A's are classified by lessons and rules, so that information on any point may be found without waste of time. Pocket-size, cloth, 120 pages, postpaid. \$ .60 net

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By John Robert Gregg

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Observations and explanatory notes on each of the twenty lessons in the Gregg Shorthand Manual, with suggestions as to the points to be emphasized in teaching. 85 pages, cloth, postpaid. \$ .60 net

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## Wisconsin Educators'

### Association Conference

(Continued from page 198)

Mr. E. W. Hawkes, of Oshkosh, discussed "Applied Psychology, Habits and Learning," and stated the four objects of this study to be to give the student (1) Right mental attitude toward his work (2) Right methods of study (3) Uncover inherent or native talents (4) Determine the mental level of the student, thereby showing what he is best fitted for in life.

Intelligent coöperation with the high school to the end that there would be mutual helpfulness was urged by Mr. Harb of Madison College, who had visited during the last year 120 high schools and had met opposition to the private commercial school in only one instance.

Mr. C. F. Moore, of Racine, responding said that he is receiving hearty coöperation from the high school authorities. Mr. Moore also suggested that students should be enrolled in the presence of their parents and have the enrolment agreement thoroughly understood by them all.

A discussion of uniform examinations brought forth a response from Mr. Henry J. Holm, of Gregg School, Chicago, who explained that the final transcription tests in the school he represented are five minutes in length and that the shorthand speed final requirement in the stenographic course is 100 words; in the secretarial course 125 words; and in the reporting course 150 words a minute.

### Luncheon

At the luncheon at the Hotel Northland all present introduced themselves by giving some anecdote to identify them, which caused both interest and merriment. Toasts were responded to by Mr. Holm, Mr. Brown, Mr. Otis L. Trenary, and others.

### Second Session

The afternoon session began with musical numbers by the Misses Schuyler and Greatens, a comedy number and a burlesque by students of the Green Bay Business College.

Mr. A. C. Brown contrasted the merits of the purely theoretical and the other extreme, the "learn-to-do-by-doing" methods of teaching bookkeeping. The present practice he stated to be a combination of these methods.

Mention of the machine bookkeeping course precipitated a discussion on its pros and cons, in which Mr. Holm volunteered the experience of the Gregg School, which several years ago rejected the adoption of a Machine Bookkeeping Department just because it encour-

aged a superficial course, rather than a thorough mastery of accounting principles.

In discussing "The Teaching of Shorthand," Mr. Holm suggested that better results can be obtained if teachers will make more careful assignments, plan work more thoroughly in advance; demand some speed in shorthand from the start; and drill most thoroughly and incessantly to clinch those things upon which the student's success depends.

In response to the question "What credit shall the private schools give to students for a high school commercial course?" Mr. A. R. Brown testified that the bookkeeping work which the high school student usually covers is very defective and is such that no credit may be given. Miss Krohn, of Miss Brown's School, Milwaukee, stated that it was their practice to test the students carefully before they entered upon the work. Miss Johnson and Miss Sawrzyniak of the Green Bay Business College and the Wausaw Business Institute, respectfully, reported that they also conducted examinations for such high school students as was outlined by Miss Krohn.

### N. C. T. F. Convention

(Continued from page 218)

The publicity was directed by Miss Mabel Jean Melton, assisted by Mr. Murray Kerr, of the Louisville Convention and Publicity League.

### Attendance

The attendance was slightly less than in 1922 and 1923, when the convention met in Chicago. On the other hand, we noted a number of new faces. The South was especially well represented.

A few of those who came from great distances were Messrs. L. S. Augustin, Augustin Business College, New Orleans; H. E. Barnes, Barnes Commercial College, Denver; B. B. Beal, High School, Hibbing, Minnesota; H. B. Biddinger, Little Falls Business College, Little Falls, Minnesota; James E. O'Brien, High School, Mooncraft, Wyoming; C. A. Frantz, Minneapolis Business College, Minneapolis; F. Y. Fox, L. D. S. Business College, Salt Lake City, Utah; and Mr. A. E. Bullock, director of Commercial Education at Los Angeles, California. Mr. Bullock took the long-distance prize. It is also reported that Mr. Bullock had a good time, and it was unofficially reported that while in Louisville he was made an honorary member of a number of Louisville's exclusive clubs!

[Reports of the Special Department meetings will be given in our next issue.]



## Sell Your Services

Success is the result of taking the right action at the right time. Personality and ability alone won't win—you must sell your services. Let us put you in a desirable position—now or for next year—paying 10% to 40% increase in salary. Confidential service. No obligation to accept any place. Teachers, write for details. Executives, report your vacancies

### SPECIALISTS' EDUCATIONAL BUREAU

Robert A. Grant, President

144-150 Odeon Building, St. Louis, Mo.

## Three Months' Experience — \$1680

We have just placed a young man — five weeks after enrollment — at \$1680 a year, tho he has had but three months' experience. It was a good bargain for both the teacher and the employer. One of our Nebraska clients has just been placed with a New Jersey high school at \$1700.

A splendid man, whom we placed in a neighboring high school a few years ago, was taken with pneumonia two days before Christmas. On Christmas eve he passed away. For this sad emergency we had a good man who lost his previous position last summer, and who had not secured another. So a crisis was met helpfully for all concerned. May we serve you? We are waiting for your letter.

### THE NATIONAL COMMERCIAL TEACHERS AGENCY

*(A Specialty by a Specialist)*

E. E. GAYLORD, Manager

6 WHITNEY AVE., BEVERLY, MASS.